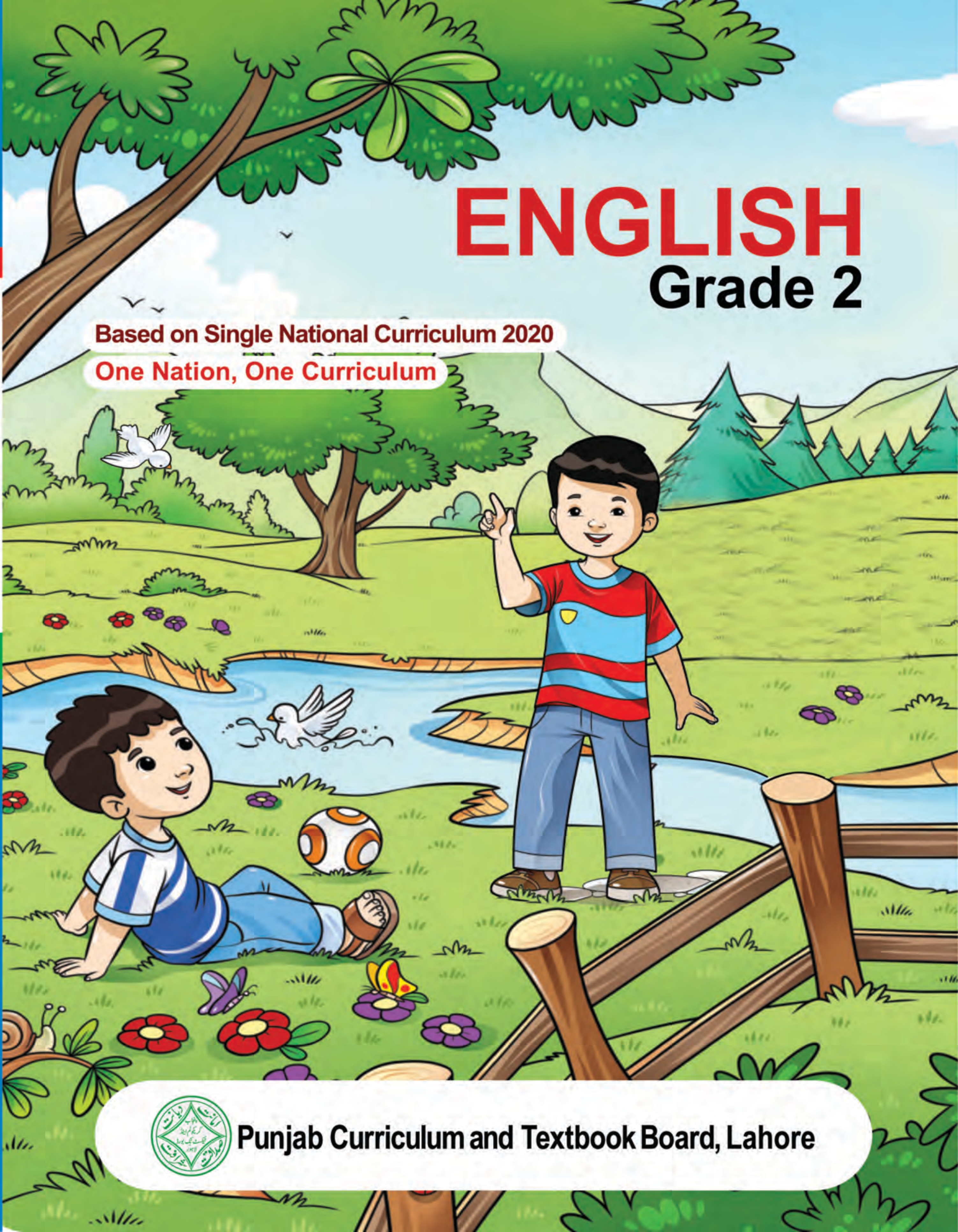

ENGLISH

Grade 2

Based on Single National Curriculum 2020

One Nation, One Curriculum

Punjab Curriculum and Textbook Board, Lahore

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

English

Grade 2

Based on Single National Curriculum 2020

One Nation, One Curriculum

PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE

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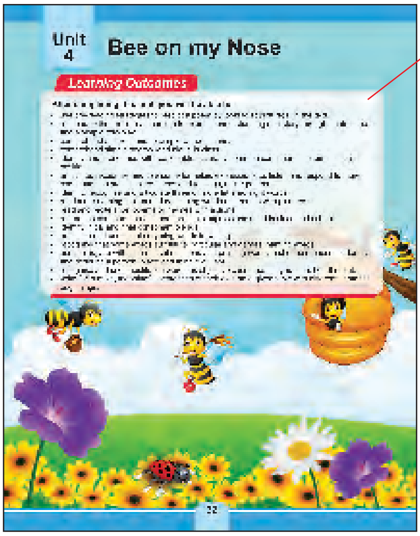
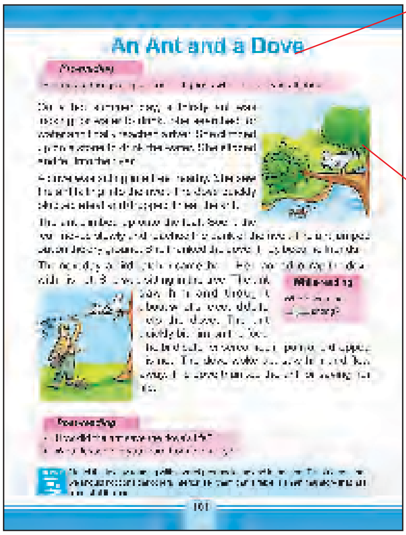
NOT FOR SALE-PESRP

About the Book



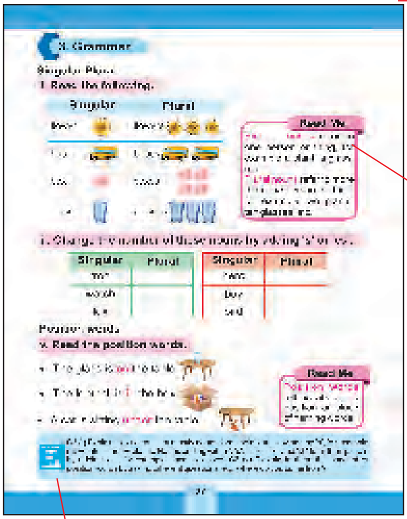
Learning outcomes provide key learning expectations.

Each unit revolves around a social/ ethical theme and content for the development of four language skills.



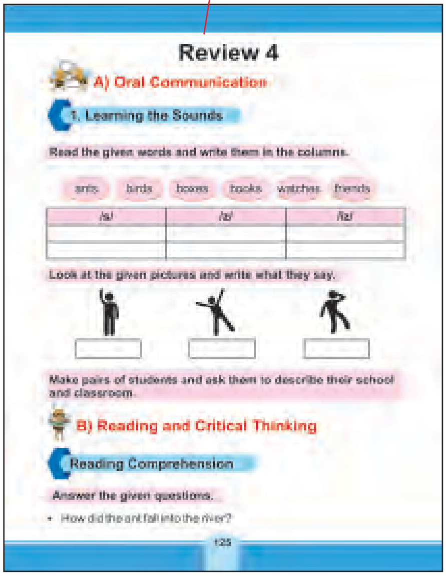
Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

Review pages have been provided throughout the book to assess students' learning.



It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.



Teaching points make teaching more effective and skillful.

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Questions and answers Digraphs Choose the correct answer	Words meanings, Rhyming Words Animal names, Introduce self and family, Sight words	Nouns Pronouns	Writing two-syllable words
Questions and answers Choose the correct answer	Words meanings Syllables Sight words	Adjectives Action words	Writing simple sentences
Questions and answers Naming, action and describing words Choose the correct answer	Words meanings Fruit and vegetable names Sight words	Singular plural Position words Pronouns	Completing a paragraph
Questions and answers Consonant blends Choose the correct answer	Words meanings Rhyming words Polite words, Sight words	Pronouns as subjective case Use of 'is', 'am' and 'are'	Writing sentences on the given topic
Questions and answers Sentences Choose the correct answer	Words meanings Parts of the Body Sight words	Words to show possession Prepositions Articles	Writing a dialogue
Questions and answers Common objects Choose the correct answer	Words meanings Objects in the classroom and at home Sight words	Masculine and feminine Pronouns Omission of articles	Listing items Writing sentences
Questions and answers Information on a clock and calendar Choose the correct answer	Words meanings Colours, Shapes Sight words	'Has' and 'Have' Capitalisation	Writing numbers in words
Questions and answers Alphabetical order Brainstorming Choose the correct answer	Words meanings Rhyming words, Directions Sight words	Proper nouns Pointing words	Writing ordinal numbers Rhyming words
Question and answers Charts Choose the correct answer	Words meanings Cardinal numbers Sight words	Pronouns (revision) Punctuation	Ordinal numbers Writing date and caption
Questions and answers Title and table of content Picture dictionary Choose the correct answer	Words meanings Ordinal numbers Sight words	Question words Comma Punctuation	Replacing rebus with words in a story Completing a story
Questions and answers Characters of a story Choose the correct answer	Words meanings Multi-step directions Sight words	Commands Requests	Making and writing a greeting card, Write name, phone number and address
Questions and answers	Words meanings, Rhyming words Words to ask permission Sight words	Question words	Rhyming words Fill in speech bubbles

Unit 1

A Tiny Creature

Learning Outcomes

After completing this unit, you will be able to:

- recite poems.
- use pre-reading strategies to predict the poem by looking at picture(s) in the text.
- respond to the text (post- reading) to express likes/dislikes about the poem.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- pronounce and match the initial and the final sounds of common words depicted in pictures with their corresponding letters.
- articulate the sounds of letters of the alphabet in random order.
- identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.
- read and recite short poems or rhymes with actions.
- articulate and recognize simple rhyming words.
- recognise and classify some simple naming words into different categories from pictures and immediate surroundings e.g. parts of body.
- recognize, articulate and use some formulaic expressions to introduce self and talk about family.
- recognize and match common singular naming words from immediate environment.
- classify naming words into different categories such as person, pet, animal, place or thing.
- use naming words in your speech and writing.
- illustrate the use of substitution words learnt earlier as subjective case.
- write simple two/three-syllable words with correct spellings.

Getting Started

Look at the picture below. Asim is very happy to see colourful flowers, a bright shiny sun, a clear blue sky and butterflies. He is thanking Allah (سُبحانہٗ وتعالیٰ) for all these things.

Let's Talk

- Do you see different things around you that Allah (سبحانہٗ وتعالیٰ) has made for us? Name a few of them.
- Do you thank Allah (سبحانہٗ وتعالیٰ) for all of His blessings? How?

The Cricket

Pre-reading

- Look at the given picture and describe the insect.
- Does it look friendly or dangerous? Have you ever seen it?

And when the rain had gone away
And sun was shining everywhere,
I ran out on the walk to play
And found a little bug was there.

And he was running just as fast
As any little bug could run,
Until he stopped for breath at last,
All black and shiny in the sun.
And then he chirped a song to me
And gave his wings a little tug,
And that's the way he showed that he
Was very glad to be a bug!

Marjorie Barrows

While-reading

Are bugs harmful?

Post-reading

- What did you understand by the title of the poem?
- Did you like the poem? Explain its central idea.

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Encourage students to recite the poem aloud. Explain to them the difference between the game cricket and the insect cricket. Discuss the theme of the poem with them. Tell them that insects are a tiny creature of Allah(سبحانہٗ وتعالیٰ).

A) Oral Communication

1. Learning the Sounds

Initial and Final Sounds of Letters

i. Read aloud the given words with their initial and final sounds.

Initial Sounds	Final Sounds
rain bug little	glad black chirp

ii. Say and match the picture with its initial letter sound.

k
l
d

h
f
n

iii. Say and match the picture with its final letter sound.

e
p
c

w
n
o

2. Learning to Speak

i. Read aloud the sounds of the given letters of the alphabet.

f l h z u b g r w m f

ii. Make a few words using above given sounds.

Teaching Point

A1 (i) Explain the concept of initial and final sounds of different words. A2 (i) Ask the students to read aloud the given letters with correct sounds.

iii. Read and practise the given dialogue.

Qasim: Assalaamu Alaikum! How are you?

Yasir: Wa Alaikum Assalaam! I'm fine. What about you?

Qasim: I'm fine too. This is my younger brother, Ayaan.

Yasir: How are you, Ayaan?

Ayaan: I'm fine.

Yasir: Nice to meet you.

Ayaan: Nice to meet you too, thank you.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What did the little bug chirp for the poet?
- Why did the poet go for a walk?

ii. Read the given digraphs in initial and final positions.

Initial Position		
ch	sh	th
chirp	shine	three
chair	shop	that

Final Position		
ch	sh	th
rich	wish	breath
much	push	cloth

Read Me

A digraph is a combination of two letters that makes a single sound. For example: she, thick and dash

iii. Circle the digraphs (ch, sh, th) in initial position and tick these digraphs in final position.

cheese | much | shark | brush | thin | with

Teaching Point

B (ii) Have them recall the concept of digraphs. B (v) Encourage them to read the lesson again and circle the answers.

iv. Find more words with the digraphs (ch, sh, th).

___________ ___________ ___________

v. Read the lesson again and fill in the blanks with the correct options.

- The poem 'The Cricket' is written by ________________.

  i) Harry Behn ii) John Milton

  iii) Marjorie Barrows iv) Ogden Nash

- The poet finds a _____________ while walking.

  i) bug ii) ant iii) fly iv) moth

- The little bug was_____________to be a bug

  i) sad ii) angry iii) afraid iv) glad

- The little bug gave a little tug to its______________.

  i) feet ii) wings iii) eyes iv) antenna

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

bug	an insect
chirp	a short sharp sound made by some insect or bird
tug	to pull something hard suddenly
glad	happy
breath	air taken into the lungs and sent out again

Teaching Point

C1 (i) Ask students to learn words with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Have them recall the concept of rhyming words.

Rhyming Words

ii. Read the given rhyming words.

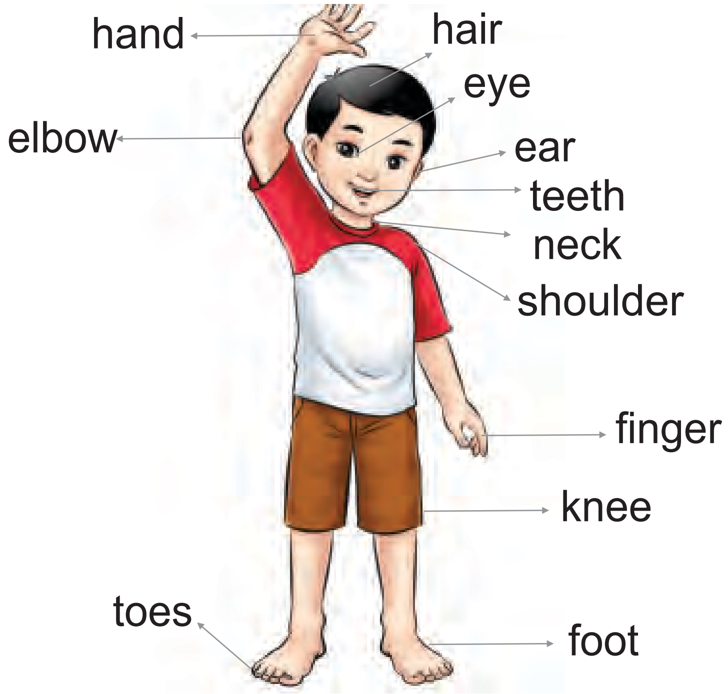
away – play   tug – bug

> **Read Me**
> Rhyming words have the same ending sounds.

iii. Match the given rhyming words.

me ☐	☐ last
fast ☐	☐ there
where ☐	☐ she

iv. Look and read the parts of body.



2. Learning to Spell

i. Read the given sight words.

from	good	about	ride
over	your	any	blue

Teaching Point
C1 (iv) Ask each student to look at the given picture and read the names of parts of the body. Point towards his/her eyes, ears, etc. and ask them to tell its name. C1 (v) Ask them to role-play the dialogue given above.

ii. Write sight words in the shape box that fits.

iii. Circle the correct spelling in each row.

glad	glaad	gllad
cheerp	chirp	chiirp
shini	shyni	shiny
black	blake	blackk
weng	wing	wiing

3. Grammar

Nouns (Naming Words)

Read Me

A noun is the name of a person, place, animal or thing. For example: boy, garden, book, etc.

i. Match the objects with the naming words.

- sun
- child
- bird
- tree
- ball

Teaching Point

C2 (ii) Encourage students to circle the correct spelling in each row. C3 (i) Have students recall the concept of naming words. Tell them that naming words are also called nouns.

ii. Think of some naming words. Write them in the given columns.

People	Places	Animals	Things

iii. Write any five naming words in your notebook and also use them in sentences.

Pronouns (Substitution Words)

iv. Read the given sentences and notice the use of pronouns in the subjective case.

- She is a good girl.
- He is a naughty boy.
- They are playing.
- We are happy.
- It is a cute cat.
- I like to eat vegetables.
- You are great.

Read Me

A pronoun is a word that can be used in place of a noun. When we replace the subject with a pronoun, we use these pronouns: I, you, he,she, it, we, they.

v. Write a sentence with each given pronoun in your notebook.

D) Writing

1. Learning to Write

i. Read the given two-syllable words.

Words	Syllabic Division
little	lit·tle
perfect	per·fect
money	mon·ey
lovely	love·ly
improve	im·prove

Teaching Point

C3 (iv) Have students understand the concept of pronouns by giving more examples. D1 (i) Ask them to read the given two-syllable words and notice the syllable division in them.

ii. List at least five two-syllable words.

______ ______ ______

______ ______

2. Creative Writing

Write five sentences about blessings of Allah (سُبحانہٗوتعالٰی) using the given word bank.

great	like	many	little	creatures

____

____

____

____

____

____

____

Teaching Point

D2 Guide students through spacing words properly and evenly. Encourage them to use correct punctuation and spelling while writing sentences.

Unit 2

My Home and City

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and a simple role-play.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- identify and classify words that begin with consonant or vowel sounds.
- recognise, articulate and use some formulaic expressions to introduce self and talk about family.
- recognise and identify consonants and vowels in the English alphabet.
- interact with a text and use reading strategies (while reading) to locate specific factual information to answer simple short questions.
- recognise and pronounce with reasonable accuracy common two-consonant clusters in initial position.
- recognize and classify different categories of some simple naming words from pictures and immediate surrounding e.g. animals.
- provide the missing letter in simple two/three syllable words.
- identify and use common action words.
- identify and match some pairs of describing words showing quality, size and colour, e.g. soft-hard, big-small, black-white.
- construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.

Getting Started

Every country has its own flag. Pakistan's national flag is green and white with a crescent and a star on it. We celebrate our Independence Day on the 14th of August to show love for our country.

Let's Talk

- What is the name of your country and city/village?
- How do you show love for your country?
- How do you celebrate the Independence Day?

My Home and City

Pre-reading

- Look at the pictures and tell what is happening.
- Do you share your things with your brothers or sisters?

I am Maha. I am a Pakistani girl. This is my home. I live in it with my family. I have two brothers and one sister.

My home is my favourite place. It is very airy and beautiful. It has two bedrooms, one kitchen, a bathroom, a sitting room and a drawing room for guests. I share my room with my brothers and sister.

We have four beds and four chairs in our room. There are also a table, a cupboard and a bookshelf. There is a clock on the wall. We sit together and watch television in the sitting room. We discuss and share many things. We always keep our home neat and clean.

While-reading

What is the meaning of the capital city?

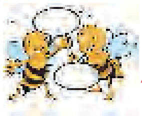
I live in Islamabad. It is the capital of Pakistan. Faisal Masjid is situated in Islamabad. Its roads are clean and wide. We keep our city clean because it is our home too. The people of Islamabad are very friendly. I love my home and country very much.

Post-reading

- Why should we keep our home and city clean?
- How do we keep it clean?

Teaching Point

Ask students to read the story aloud. Ask different questions to assess their level of understanding. Relate the lesson to students' own experiences/ surroundings. It will help develop better understanding of the text. Tell students that they should keep their homes and city clean. Islam also stresses cleanliness. They should also maintain discipline in their lives.



A) Oral Communication

1. Learning the Sounds

Read Me

The letters a,e,i,o,u are vowels. All other letters of English alphabet.

Consonants and Vowels

i. Read aloud the letters of alphabet. Tick the vowels, count the consonants and vowels and write their numbers in the boxes.

a b c d e f g h i j k

l m n o p q r s t u v

w x y z

Consonants	Vowels

ii. Read aloud the vowels in the words below. Write 'V' for initial vowel sounds and 'C' for initial consonant sounds.

mother ☐	onion ☐	umbrella ☐	city ☐
home ☐	area ☐	family ☐	egg ☐

iii. Read aloud the given words with initial consonant blends.

Initial Blends			
bl-	cl	sp-	pl-
block	clock	spread	plane
black	clean	sprinkle	place

Read Me

Two consonants can blend together to make a particular sound.

Teaching Point

A1 (iii) Explain the concept of initial sounds of different words. Ask students to say the given letters with correct pronunciation . Encourage them to share two examples of each digraph above.

iv. Circle the words with initial blends in the given sentences.

- There are many plants in my garden.
- She helped the old blind lady.
- Look at the cloud over there.
- Maha ironed her clothes.
- There are two plum trees in the garden.
- A flying bird spreads its wings.

2. Learning to Speak

i. Read and practise the following dialogue.

1. Assalaamu Alaikum. I am Maha and he is my father Dr. Ali, you seem new here. Would you like to introduce yourself?

2. Wa Alaikum Assalaam. Yes, you are right. We just shifted here from Karachi. My name is Aleena.

3. Nice to meet you. We live in the next street.

4. Good to meet you too.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- How many rooms are there in Maha's home?
- How many rooms are there in your home?
- How do you keep your city clean?

Teaching Point

A2 (i) (Role Play) Help students to practise the dialogue in the classroom. Call students at random and ask them to introduce themselves and talk about their city/village. Encourage them to use greeting words.

ii) Read the lesson again and fill in the blanks with the correct options.

- Maha has __________ brothers and one sister.

  i) one ii) two iii) three iv) four

- Maha's home is very airy and ________________.

  i) messy ii) dusty iii) beautiful iv) colourful

- Maha's home is situated in__________________.

  i) Multan ii) Karachi iii) Lahore iv) Islamabad

- The famous ____________Masjid is situated in Islamabad.

  i) Faisal ii) Ahmad iii) Badshahi iv) Moti

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

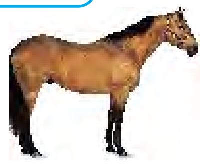
airy	open area where air can pass freely
discuss	to talk about something
wide	large, having more space
capital	central town of some area

Animal Names

ii. Read the given animal names.

Farm Animals

Wild Animals



cow hen horse deer monkey lion

Teaching Point

B (ii) Ask students to read the lesson again and fill in the blanks correctly. Ask students to memorise words with their meanings. C1 (ii) Ask them to name different farm animals and wild animals. Ask them which farm animals and wild animals they have seen in real life. Encourage them to share their experience.

iii. Write the names of two pets and two insects below.

Pets ________________ ________________

Insects________________ ________________

iv. Fill in the missing letters to complete the words.

draw__ng g___ests sist___r p_rents a__ry

2. Learning to Spell

i. Read the given sight words.

it of in was said with

ii. Write sight words in the shape box that fits.

iii. Circle the correct spelling in each row.

important	impartant	importent
famus	farmous	famous
favourate	favourite	favurite
grand	grend	grund

3. Grammar

Adjectives (Describing Words)

i. Read the following pairs of adjectives.

black – white clean – dirty heavy – light

Teaching Point

C3 (i) Tell students that adjectives are also called describing words. These words have opposites as well. Let students come up with more adjectives from the story and their surroundings. Ask them to tell their opposites, for example, big-small, clean-dirty, front-back, etc.

ii. Match each adjective to its correct opposite.

beautiful	clean	white	happy	long
black	sad	dirty	short	ugly

Action Words

Read Me

Action words show what we do or express actions. Sit, stand, eat, drink, etc. are all examples of action words.

iii. Read the following sentences and notice the use of action words in them.

- I help my mother in her home tasks.
- He reads a funny story.
- Maha eats an egg daily.

iv. Use the action words in the boxes to complete the sentences.

help	writes	cleans	read	plays	cooks

- Maha __________her room.
- They __________ storybooks.
- We __________ others.
- Amir _______ with his toys.
- Saad _______ a letter to his mother.
- Maha's mother _____ tasty food.

Teaching Point

C (iii) (Total Physical Response) Show different action cards to students and ask them to give physical response accordingly.

D) Writing

1. Learning to Write

Write five sentences about your home using the word bank.

clean | room | airy | beautiful | love

My Home

____

____

____

____

2. Creative Writing

Look around your city/village. Think and write five sentences about your city/village in your own words. The following mind map will help you.

My City/Village
- fresh air
- clean environment/ noisy traffic
- big/small
- big buildings/ small houses
- fields/roads

I live in a ____

____

____

____

Unit 3 Let's Plant Trees

Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post-reading) to express likes /dislikes about the story.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh questions.
- recognise, articulate and use some formulaic expressions to offer and respond to basic routine greetings, express and offer a few basic social courtesies.
- pronounce some common consonant digraphs in initial and final positions.
- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to follow sequence in a simple procedure or a picture map.
- recognise and classify into different categories, some simple naming words from pictures and immediate surroundings e.g. fruits and vegetables.
- identify and change the number of simple naming words by adding or removing ‘s’ and ‘es’.
- recognise, identify and use a few words showing position, e.g. in, on, to, with.
- fill in missing information to complete a simple paragraph.

Getting Started

Look at the picture and guess what it is.

Let's Talk

- What is wrong with the picture of the earth?
- What makes the half earth happy and half sad?
- How can we help the mother Earth?

Let's Plant Trees

Pre-reading

- Look at the picture below and guess what is happening?
- Have you ever planted a tree? Discuss.

It is a Sunday morning. Zain is in his grandfather's garden. He loves greenery all around. “Good morning, grandfather. What are you doing?” asks Zain. “Good morning, Zain. I am sowing a seed,” he replies. Zain becomes curious. “Can you please tell me how to sow a seed?” asks Zain. “Yes, sure. Come, sit with me so you can learn five steps to sow a seed,” says grandfather.

Grandfather says:

1. Make a small pit in the soil.
2. sow a seed.
3. Spread a little soil over it.
4. Sprinkle some water on it.
5. Water it regularly.

"After a few weeks, the seed grows and will turn into a young plant." Zain thanks his grandfather. He tells his grandfather that he will take care of the seedling and water it daily.

While-reading

What will be next step after step 3?

Post-reading

- What does Zain promise his grandfather to do?
- How do you take care of the plants around you?

A) Oral Communication

1. Learning the Sounds

Digraphs

Teaching Point

Model the story by reading with correct pronunciation and intonation. Take random responses about the comprehension of the first and second paragraph of the story. Encourage them to plant at least one seedling and participate in keeping the environment clean. Tell them that Pakistan is our country and plantation is the first step that can help us in keeping our environment clean. We should take care of plants and trees.

Read and say the given digraphs in initial and final positions.

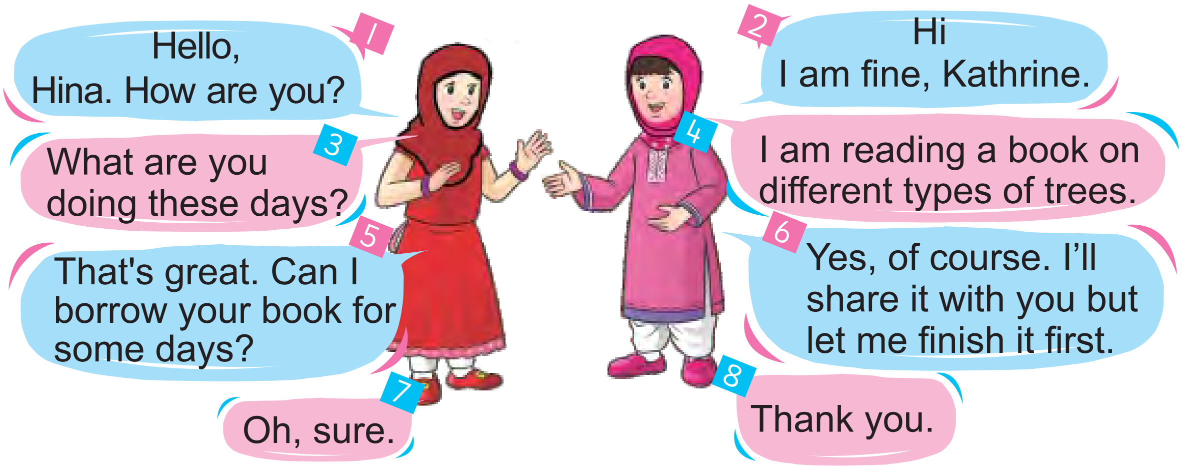
sh		ch		th		ph	
initial	final	initial	final	initial	final	initial	final
shop	dish	chart	teach	thin	cloth	phone	graph
shirt	wash	chair	much	thirst	bath	photo	caliph

2. Learning to Speak

Read Me

Some pairs of letters make a single sound in a word. These are called digraphs.

i. Read and practise the given dialogue.



ii. Describe the wonders of nature (trees, clouds, sky, birds, etc.) you see around. Talk about them with your classmate.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What is grandfather doing?
- What is the second step of sowing seeds?
- Who loves greenery all around in the story?

Teaching Point

A1 Explain to students that digraphs are groups of two letters that make a single sound. Encourage them to share two examples of each digraph above. A2 (i) (Role-play) Get students into pairs and ask them to express routine greetings and exchange basic social courtesies.

ii. Read the given sight words and use them to make sentences in your notebook.

big | went | are | come | think

iii. Read the given naming, action and describing words.

Naming Words	Action Words	Describing Words
school	kick	far
yard	sleep	soft
tree	drink	tall

iv. Match the given words with pictures.

house

run

green leaf

tree

v. Read the lesson again and fill in the blanks with the correct options.

- On Sunday morning, Zain was in his grandfather's __________.

  i) house ii) garden iii) shop iv) farm

- Zain's ________________was sowing a seed.

  i) sister ii) brother iii) grandmother iv) grandfather

- After sowing a seed, sprinkle some ______________ on it.

  i) oil ii) milk iii) water iv) soup

- ____________ steps are there to sow a seed.

  i) 4 ii) 3 iii) 6 iv) 5

Teaching Point

B (i) Encourage students to answer the given questions orally. Also make them answer in their notebooks. B (iii) Have them recall the concept of naming, action and describing words. B (v) Encourage them to read the lesson again and fill in the blanks correctly.

C) Language Focus

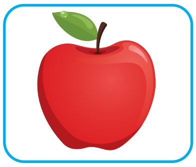
1. Vocabulary Building

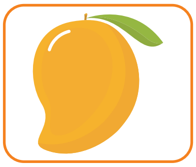
i. Read the given words with their meanings.

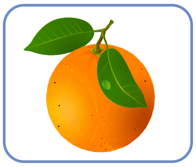
pit	hole
dig	to make a hole
sprinkle	to throw small drops of water

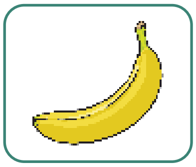
Fruit and Vegetable Names

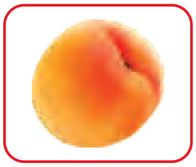
ii. Read the names of the given fruits and vegetables.

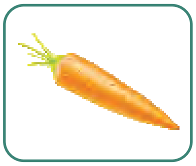

apple

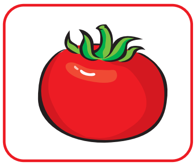

mango

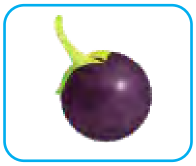

orange

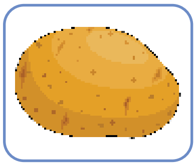

banana


peach


carrot


tomato


brinjal


potato

onion

iii. Write the names of the given fruits and vegetables.

____________ ____________

____________ ____________

2. Learning to Spell

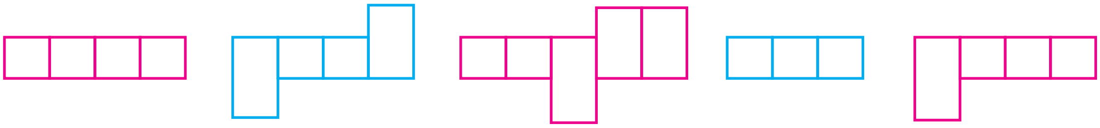
i. Read the given sight words.

right now just over your

Teaching Point

C1 (i) Ask students to learn words with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Ask them to share the name of their favourite fruit.

ii. Write each sight word in the shape box that fits.



iii. Fill in the missing letters to complete the words.

p__ant

so__l

s__read

__oung

gar__en

Read Me

Singular nouns refer to one person or thing, for example: a plant, a glass, etc.
Plural nouns refer to more than one person or thing, for example: two plants, ten glasses, etc.
Nouns ending with 's', 'x', 'z', 'ch', 'o' and 'sh' form their plurals by adding 'es', for example boxes, classes.

3. Grammar

Singular Nouns and Plural Nouns

i. Read the following.

Singular	Plural
flower	flowers
bus	buses

Singular	Plural
box	boxes
glass	glasses

ii. Change number of these nouns by adding 's' or 'es'.

Singular	Plural
tree	
watch	
fox	

Singular	Plural
hero	
boy	
bird	

Read Me

Position words tell us about the position or place of naming words.

Position words

iii. Read the position words.

- The glass is on the table.

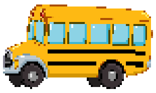
- The football is in the box.

- A cat is sitting under the table.

Teaching Point

C3 (i) Explain to students that mostly nouns form their plurals by adding 's', for example rat → rats, plant → plants.
C3 (iii) Explain to them the concept of position words by asking different questions, e.g.where do you come from?

iv. Look at the pictures and fill in the blanks using the position words given above.

- They are going ____________ Lahore from Multan. 
- The monkey is sitting _________ the box.
- The fish is _________ the box.

v. Make sentences using the position words above in your notebook.

D) Writing

1. Learning to Write

Complete the paragraph using the given words.

flowers   garden   fresh   care   fruit   colours

Zain loves his grandfather's __________. It has many pretty ___________. They are of different ________. Zain's grandfather always takes ________ of them. Grandfather also grows ___________ in his garden. Whenever he visits Zain, he brings ________ vegetables from his garden.

2. Creative Writing

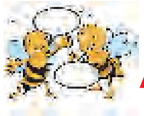
Create your own piece of writing on the topic 'A Happy Morning' in your notebook. Use the word bank given below.

tree   play   children   Allah   Sun   morning

Teaching Point

D1 Ask students to read the paragraph carefully and fill in the paragraph using the given words.

Review - 1



A) Oral Communication

Learning the Sounds

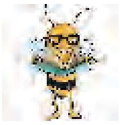
Read the given words. Circle the initial sounds of these words and underline the final sounds.

bug | home | plant | seed | sun

Read the given words. Match the words according to their initial sounds.

Consonant	apple
Vowel	tree
	house
	umbrella

Arrange a role-play activity in class and ask students to introduce themselves and talk about their houses.



B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- In how many steps can we sow a seed?
- Read the poem 'The Cricket' and tell when the poet found a bug.
- How many rooms are there in your house?
- How can we keep our environment clean?
- What is the name of your city?

Write words with the given digraphs.

Initial Position			Final Position		
ch-	sh-	th-	-ch	-sh	-th

C) Language Focus

Vocabulary Building

Read the given words and write their meanings.

airy	
tug	
sprinkle	
pit	
wide	

Write plurals of the given words.

tomato		glass	
bench		class	
branch		shirt	

Match each adjective to its opposite.

light	dirty	slow	short	thin
clean	fast	heavy	thick	long

Write naming words in the given columns.

People	Place	Thing	Animal

Make sentences with the given pronouns in your notebook.

he | she | they | we | you

Read the given paragraph and circle the action words.

Sara and Zain are brother and sister. They clean their room daily. They help their parents in their work at home. Sara helps her mother in the kitchen. Zain waters plants in the garden and takes care of them. They love their parents.

Look at the given pictures. Use position words to write a sentence about each picture.

D) Writing

Learning to Write

Write five sentences about your city/village in your notebook. Use the given words in sentences.

famous | places | beautiful | roads | big | clean

Unit 4

Bee on my Nose

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and a simple role-play.
- comprehend and respond to simple wh-questions.
- comprehend simple poems read aloud in class.
- identify and pronounce with reasonable accuracy common consonant clusters in initial positions.
- recognise, articulate and use some formulaic expressions to listen and respond to more commands, express limited needs and feelings and recite poems.
- recognise, identify and articulate three or more sight words.
- read more naming, action and describing words and match with pictures.
- read and recite short poems or rhymes with actions.
- reproduce common phrases and formulaic expressions used in class and school.
- identify initial and final consonant blends.
- articulate and use simple rhyming words in writing.
- recognise that some words substitute particular and general naming words.
- use ‘am’, ‘is’, ‘are’ with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am.
- recognise and use substitution words as objective case: *me, us, you, him, her, them, it.*
- write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.

Getting Started

Look at the picture below and find a special characteristic of each of the animals shown.

Let's Talk

- What do you think is your special quality?
- Complete the given sentences.

  The elephant is special because ________________

  The giraffe is special because ________________

Bee on my Nose

Pre-reading

- Look at the given picture and tell what is happening.

Oh little bee
There on my nose,
You want to sting,
I do suppose.

It is your rose
I must agree…
Did not see you,
Oh little bee.

I wanted only
One small sniff,
And not to cause
This little tiff.

You stand there in
That wicked crouch…
You won't sting me?
OUCH, OUCH, OUCH, OUCH!

R. Wayne Edwards

While-reading

Where do the bees live?

Post-reading

- How many pairs of rhyming words are mentioned in the poem? Share any three. (underline all rhyming words)
- Do you think the bee stung the poet? How?

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Have students read the poem after you.

A) Oral Communication

1. Learning the Sounds

Consonant Clusters

i. Read and say the given words with consonant clusters.

scr	scrap, scratch
spl	splash, splendid
spr	spray, spring
str	strain, strap

Read Me

Some words begin with groups of consonants with no vowels between them.

ii. Read the given words aloud. Underline the consonant clusters.

splint | screen | straw | scrape | sprain | stream

2. Learning to Speak

i. Read and practise the given dialogue.

Teacher: Sania, have you prepared your speech?

Sania: Yes, ma'am. But I need to discuss some points with you.

Teacher: Okay! Come to me after the class.

Sania: Sure, ma'am.

ii. Role-play the dialogue above with your classmates.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Why did the bee want to sting the poet?
- What was the boy sniffing?
- Find out rhyming words from the poem.

ii. Read the given initial and final consonant blends.

Initial Blends	
sp-	pl-
spread	plant
sprinkle	place

Final Blends	
-st	-nd
test	hand
rest	sand

Read Me

Two consonants can blend together to make a particular sound.

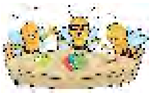
iii. Circle the words with initial and final blends in the given sentences.

- The plant is very small.
- Spin the ball and win the game.
- Best of luck for your exams.
- The rabbit is behind the tree.
- The plums are very tasty.

iv. Fill in the blanks using the given word bank.

nose	bee	R. Wayne Edwards	sniff

- The poem 'Bee on my Nose' is written by ___________.
- The poem is about a ______________.
- The little bee wants to sting the poet's ______________.
- The word 'tiff' rhymes with ______________.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

Teaching Point C1 (i) Ask them to learn words with their meanings. Ask them to use these words in their daily conversation. (ii) Tell them that a consonant blend is a combination of two consonants making a particular sound. Ask them if they know of more words beginning with sp-, pl- and ending with -st, -nd.

sniff	to smell something
tiff	a little fight
sting	a sharp painful prick

Rhyming Words

ii. Read the given rhyming words.

crouch ouch

sniff tiff

Read Me

Rhyming words have the same ending sounds.

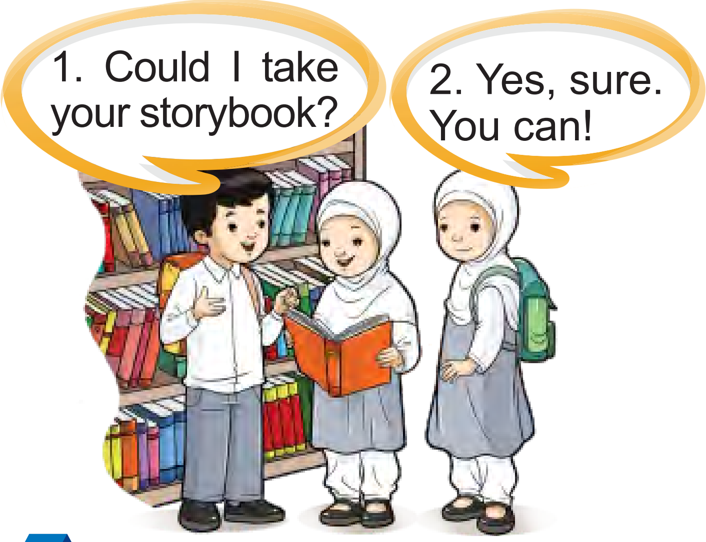
iii. Tick the words that rhyme.

nose rose night

bee sting agree

Polite Words

iv. Read and practise the given dialogues.



2. Learning to Spell

i. Read the given sight words.

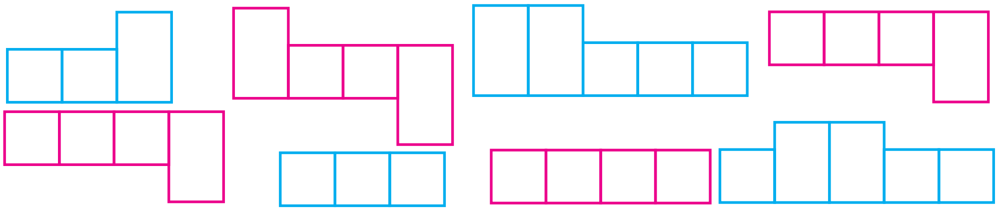
very ask came now their away long after

Teaching Point

C1 (ii) Have students recall the concept of rhyming words. Encourage them to share more examples.

C1 (iii) Explain to students the importance of polite words. Tell them that we use polite words in speech to give respect to others.

ii. Now write each sight word in the shape box that fits.



iii. Circle the correct spelling in each row.

suppose	sappose	supposee
cruuch	crouch	crouuch
sating	seting	sting
sniff	snif	sanif
wiicked	wicked	wickeed

Read Me

Pronouns are words that replace nouns.

3. Grammar

Pronouns (Substitution Words)

i. Read the given sentences and notice the use of substitution words.

- Nora is my cousin. She is a good girl.
- Atif loves playing. He has a ball.
- Sana and Amna are friends. They study together.
- Rita and I are neighbours. We go to the same school.
- A rose is a flower. It smells sweet.
- I am Usman. I am a boy.
- Hello, Nora. You are a good swimmer.

ii. Choose correct substitution words and fill in the blanks.

- Sadia is a good girl. _________ obeys her parents. he/she
- My brother is very naughty. ______ has many toys. he/she
- Amna and Asad are playing. _______ are cousins. they/it
- The cat is hungry. _____ wants to drink milk. you/it
- Umair and I are best friends. _____ play football together. we/he

Teaching Point

C3 (i) Explain to students the concept of pronouns by giving different examples on the board. Tell them that pronouns are also called substitution words and pronouns replace particular and general naming words.

Pronouns as Objective Case

iii. Read the sentences and notice the use of pronouns.

- He likes Umer. Umer likes him.
- She likes Nida. Nida likes her.
- It is a tasty dish. Amir likes it.
- I like Sadia. Sadia likes me.
- We like Amna. Amna likes us.
- You like Hira. Hira likes you.
- They play with Wasim. Wasim plays with them.

Use of is, am and are

iv. Fill in the blanks using 'is', 'are' or 'am'.

- Sa'ad ___ a handsome boy.
- I ___ a girl.
- Alina and Seeta ____ classmates.
- They _____ cousins.
- I ___ seven years old.
- These _____ their crayons.
- She ____ a good student.

Read Me

We use am, is, are with different pronouns and pointing words in short sentences to describe a person, place or thing.

D) Writing

1. Learning to Write

Write three to five sentences on the given topics.

A Bee

It is a bee.

____

____

Teaching Point

C3 (iv) Encourage students to use 'is', 'am' and 'are' in their own sentences.

My House

My house is very big.

2. Creative Writing

Write a few sentences about any funny incident of your life.

Teaching Point

D1 Ask them to write three-five sentences on the given topics. Encourage them to write with correct spelling and punctuation. Help them if need be.

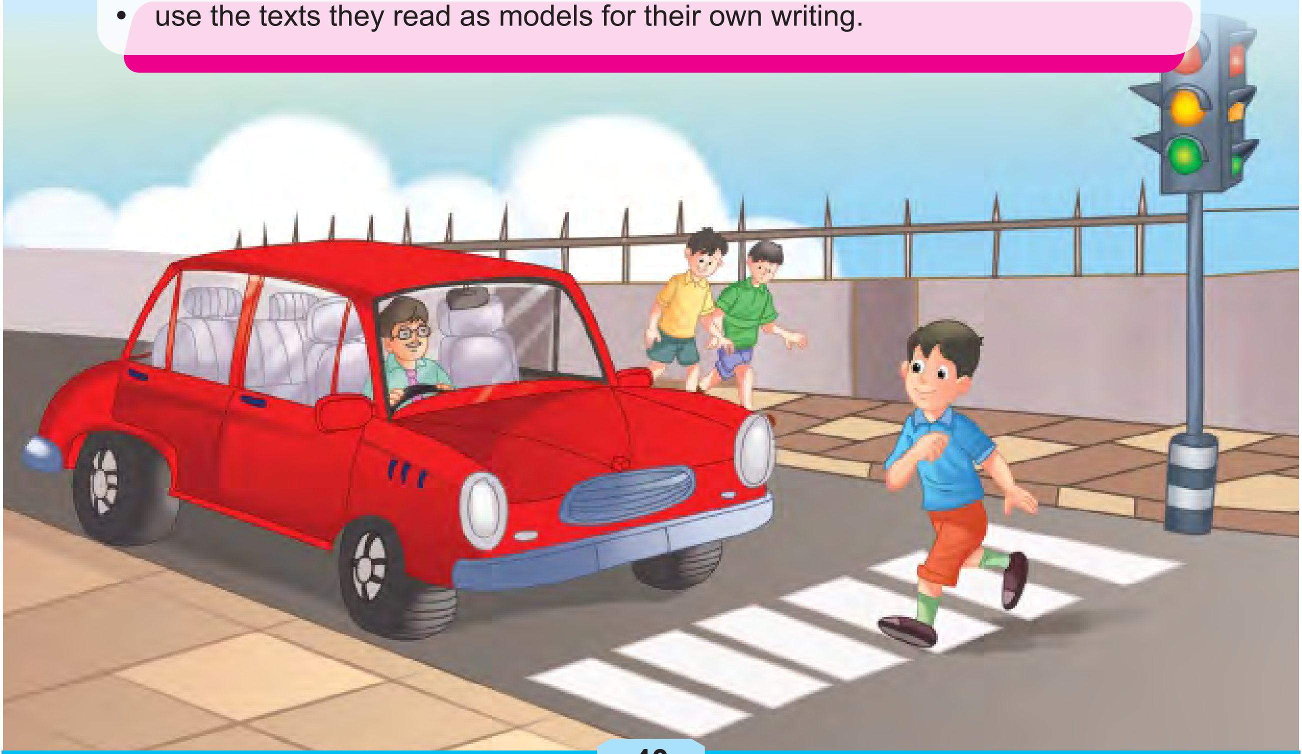
Unit 5

Attention!

Learning Outcomes

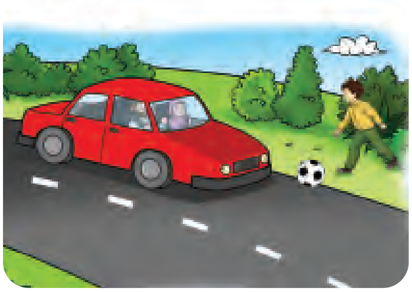
After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.
- respond to the text (post-reading) to express likes /dislikes about the story.
- pronounce and match spoken words with the written words.
- recognise that as letters of words change, so do the sounds.
- recognise, articulate and use some formulaic expressions to seek permission to do something.
- read aloud words and simple sentences with a reasonable level of accuracy of pronunciation.
- recognise and practise to make sentence while using the words in relation to each other.
- spell simple two/three-syllable words.
- take dictation of familiar words learnt in class.
- identify and use words showing possession e.g. my, your, his, her, our, their, and it.
- recognise, identify and use a few words showing position e.g. to/from, up/down, here/there.
- recognise, identify and the rules for the use of a, an and the.
- choose between ‘a’ or ‘an’.
- use the texts they read as models for their own writing.



Getting Started

Look at the pictures. There are some do's and some don'ts.



Let's Talk

Think and share your do's and don'ts with your teacher and classmates.

Attention!

Pre-reading

- How do you come to your school?
- Have you ever seen traffic lights?
- What are traffic lights?
- What are the colours of the lights?

Good morning, all of you!
How are you?

Good morning teacher!
We are fine. Thank you.

Amir, why are you late today?

There was an accident on the road. There was a traffic jam.

That's very sad. We can avoid accidents if we follow traffic rules, traffic lights and use the zebra crossing.

What are traffic lights?

While-reading

I go to school by ________.

Traffic lights are used to control traffic. You can see them on the roads. Their colours are red, yellow and green.

Teaching Point Do model reading of the text with correct pronunciation and intonation. Have them read the highlighted words and try to tell their meanings.

What do these lights mean?

When the red light is on, you need to stop and wait. When the yellow light is on, you have to get ready. And when the green light turns on, you can go.

Can we ignore traffic lights if we are getting late?

No,we should never do so. We should always follow the rules.

That's great. We can travel safely if we follow these signals.

Yes, we should follow traffic rules whenever we are on the road.

What is transport?

Transport takes people and goods from one place to another. Cars, buses, rikshaws, motorbikes, trains, ships and aeroplanes are all types of transport.

Thank you, teacher, for sharing this information.

You are welcome.

Post-reading

- How can we avoid accidents?
- What did you learn from the dialogue?

Teaching Point

Ask students to discuss the theme of the lesson. Tell them how important the traffic rules are. Encourage them to talk about the types of transport and name a few more.

A) Oral Communication

1. Learning the Sounds

Letters and Sounds

i. Read the words and circle them in the lesson.

late travel types turn

Read Me

When a letter changes in words, the sounds also change.

ii. Read the given words.

'w' to 'm'	'c to 'f'	's' to 'b'
we	can	see
me	fan	bee

iii. Change the words by changing their initial letters.

bat ____________ run ___________ fine __________

2. Learning to Speak

i. Read the text and practise the given dialogue.

ii. Read the given dialogue asking permission and practise it with each other.

B) Reading and Critical Thinking

Reading Comprehension

Teaching Point

A1 (ii) Recall the concept of changing the initial letters of words by giving familiar examples from the text. Ask them to change the words by changing their letters. A2 (i) Ask students to read the given expressions with the help of text. Divide students in pairs and ask them to come to the front of the class. Encourage them to say dialogues of seeking permission.

i. Answer these questions.

- Who was late for school?
- Why was there a traffic jam?
- How do traffic signals help us?

ii. Read the following words and join them to make sentences.

train | is | a | this

____

an | was | there | accident

____

iii. Read the lesson again and fill in the blanks with the correctoptions.

- Amir is late for school due to _______________

  i) his own fault ii) a traffic jam

  iii) rain iv) a road accident

- When the _____________ light is on, you need to stop and wait.

  i) green ii) red

  iii) blue iv) yellow

- We use a car, bus or motorbike to travel by _______________.

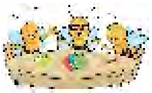
  i) sea ii) road

  iii) air iv) railway

- We use a _________________to travel by rail.

  i) bus ii) train

  iii) plane iv) ship



C) Language Focus

1. Vocabulary Building

Teaching Point

B (ii) Ask students to read the given words and rearrange words to make sentences.
B (iii) Have them make five more sentences of their own and write them in their notebooks.

i. Read the given words with their meanings.

transport	a vehicle
traffic	moving vehicles
safely	in a safe way
traffic jam	vehicles stuck on the road

Read Me

Two-syllable words are pronounced in two parts together, e.g. larg.est, liv.ing, etc. Three-syllable words are pronounced in three parts together, e.g. Pa.ki.stan, diff.er.ent, etc.

Syllables

ii. Read the words and learn spelling for dictation.

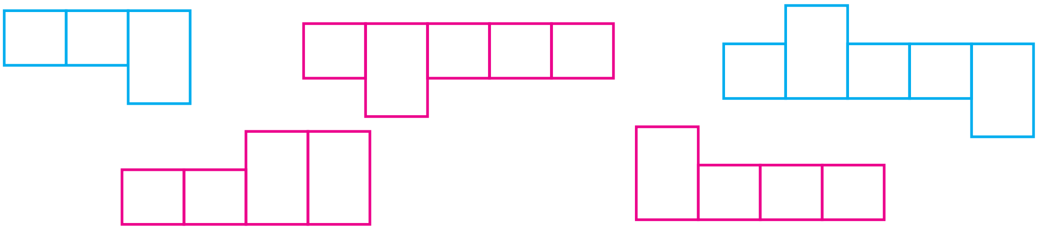
Words	Syllabic Division	No of Syllables
living	liv.ing	2
famous	fa.mous	2
beautiful	beau.ti.ful	3
favourite	fa.vour.ite	3

2. Learning to Spell

i. Read the given sight words.

sleep walk again know may

ii. Now write each sight word in the shape box that fits.



ii. Fill in the missing letters to complete the words.

co__d lig__ts t__anspo__t

tra__el r__le

Teaching Point C1 (ii) Help them correct their pronunciation focusing on the syllables. For example, 'stressed syllable in 'beautiful' is'beau', 'friend' in friendly, etc. Take dictation of ten words from the text on their notebook.

3. Grammar

Words to show Possession

Read Me

Some words are used for possessions of person, place or thing.

i. Read the given sentences.

- Maryam likes her new dress.
- She is my mother.
- You can have your dinner now.
- Could you bring his tea?
- Our meal is ready.

ii. Make sentences with the following words in your notebook.

My | His | Her | Your | Their | Its | Our

Prepositions (Position Words)

iii. Read the given sentences.

- There is a chair to the left of the table.
- We watched the valley from the top of the hill.
- The boy is climbing up the tree.
- He lives down the hill.
- Shall we sit here?
- I went there and waited for my bus.

Read Me

Position words are used to tell the position or place of nouns.

iv. Make sentences with the given position words in your notebook.

up | down | here | there

Articles

v. Read the given rules.

- We use a before singular nouns beginning with a consonant sound, e.g. a boy, a girl.
- We use an before singular nouns beginning with a vowel sound, e.g. an apple, an elephant.
- We use the with the names of rivers, continents, etc.

Teaching Point

C3 (i) Recall the concept of possessive words. Tell students that words which are used to show ownership are called possessive words.Give examples of 'his, her, etc, to students.

vi. Underline the correct articles in the sentences below.

- There is (a/the) cat under my chair.
- He had (an/the) egg for breakfast.
- I had (a/an) glass of juice in the morning.
- I put on (a/the) sweater today.

D) Writing

1. Learning to Write

i. Read the following dialogues.

Hello, Sam! When did you come back to Lahore?

Hi Johnny. Yes, I came back yesterday.

Which transport did you use?

I came by train.

ii. Think and complete your own dialogue in the given speech bubbles.

1. Hi! Umair, where are you going?

2. ______________________
____

3. ______________________
____

4. ______________________
____

2. Creative Writing

Read the information about the given signs and write some road safety rules in your notebook.

Teaching Point

D1 (i) Encourage students to read the given dialogues with correct pronunciation and intonation.
D2 Ask them to write some rules about road safety. Help them if need be.

Unit 6

Be Honest

Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post-reading) to express understanding of a story through pantomime and simple role-play.
- comprehend simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- demonstrate the use of common conventions and dynamics of oral interactions: exchange some routine greetings, exchange some social courtesies.
- identify words that begin with the same sound.
- identify words that end with the same sound, e.g. /ng/.
- interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding and guess what follows in a story.
- point out/name some common objects in a picture or an illustration.
- describe it in a word or two, or a sentence about them .
- identify paragraph as a graphical unit of expression.
- recognise and classify into different categories, some simple naming words from pictures and immediate surroundings e.g , objects in the classroom and at home.
- recognise, articulate and use some formulaic expressions to: offer and respond to basic routine greetings/courtesies.
- identify and classify gender of naming words from immediate environment (masculine/feminine).
- distinguish between substitution words and use them.
- identify ‘a’ or ‘an’ as articles.
- recognise that plural nouns do not take the articles ‘a’ or ‘an’.
- write a few sentences to describe a picture and a series of pictures.
- list items of a similar category from a given text/picture.
- write actions or describing words using a series of action pictures.

Getting Started

Look at the beautiful pencils, erasers and other things. Do you like these all?

Let's Talk

- If you see a beautiful eraser lying on your friend's desk, what will you do?
- Is it good to keep someone else's things without his/her permission?
- Have you ever kept your friends' /siblings' things with you without their permission?
- How do you return them?

Be Honest

Pre-reading

- Look at the picture and tell what is happening.
- What is honesty in your opinion?

Asim and Kaleem are friends. They are also classmates. One day, Asim and Kaleem were in the class, waiting for their teacher. They were showing each other their erasers, colour pencils and other things. Asim had many beautiful erasers and colour pencils. Kaleem liked them a lot. He wished he had them too. Just then, their teacher came in. They quickly put their erasers and colour pencils back in their cases. In the evening, Kaleem sat down to do his homework. He opened his school bag. There was Asim's pencil box in it. Kaleem was very happy to see the box. He ran to show it to his mother "Look, mother. This is Asim's pencil box. I put it in my bag by mistake. But I won't give it back to him," he said. His mother told him that it was wrong to keep somebody's things without permission. Kaleem realised his mistake. The next morning, he went to Asim and returned his pencil box. Asim was very happy to get back his beautiful box. He praised Kaleem for his honesty.

While-reading

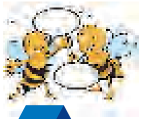
Kaleem liked ________ a lot. Do you think Kaleem will return the eraser?

Post-reading

- Why is honesty an important trait of a good person?
- If you were in Kaleem's place, what would you do?

Teaching Point

Ask students to read the story aloud. Ask different questions to assess their level of understanding. Relate the lesson to students' own experiences/ surroundings. It will help develop better understanding of the text. Tell them that they should be honest always. Islam also gives us a lesson of honesty. Explain to them that a paragraph is a group of sentences related to a particular topic, or central theme. It is a meaningful graphical unit of expression. Ask them to identify different paragraphs as a graphical unit of expression in their books.



A) Oral Communication

1. Learning the Sounds

Initial and Final Same Sounds

i. Read the words aloud.

pencil	pen	pet	(same beginning sound)
clock	cloud	clap	
flag	flower	floor	

mother	brother	sister	(same ending sound)
mistake	lake	bake	
king	ring	bring	

ii. Read the given words with the same beginning or ending sounds. Think one more word that has the same ending sound.

Words	words with same beginning sound	Words	words with same ending sound
mat		him	
bag		tab	
net		ten	
light		pencil	
grinny		evening	
sun		less	

2. Learning to Speak

i. Read the given routine greetings and social courtesies and practise them.

Teaching Point

A (i) Have students recall the concept of words with the same beginning and ending sounds. Read the words from the lesson and encourage students to make new words with the same beginning and ending sounds.

Linda: Hello! How are you?
Asma: Hi! I am fine. Thank you!
Linda: What are you doing these days?
Asma: I am busy preparing for my exams.
Linda: Best of luck for your exams.
Asma: Thank you very much.

ii. Read the given dialogue and introduce yourself and your friends.

B) Reading and Critical Thinking

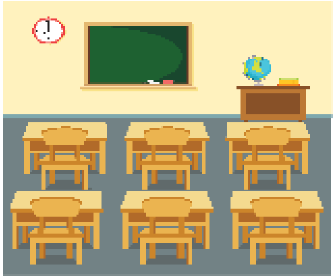
Reading Comprehension

i. Answer these questions.

- Where were Asim and Kaleem sitting?
- Who had colourful erasers and beautiful pencils?
- Which thing did Kaleem bring home by mistake?

ii. Look at the picture. Read the sentences about it.

- There is a blackboard in the classroom.
- There are many chairs in the classroom.



iii. Select some common classroom objects from the picture. Then write two sentences about them in your notebook.

iv. Read the lesson again and fill in the blanks with the correct options.

- Asim and Kaleem were waiting for their ___________.

  i) mother ii) teacher iii) father iv) uncle

- Asim and Kaleem were showing each other their ____________, colour pencils and other things.

  i) toys ii) clothes iii) shoes iv) erasers

Teaching Point

A2 (i) (Group Work) Ask students to work in groups and practise the different routine greetings and courtesy words within groups.

• What was in Kaleem's school bag_________________?

i) cricket kit ii) storybook iii) pencil box iv) video game

• The story is about________________.

i) kindness ii) honesty iii) forgiveness iv) patience

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

together	with one an other
without permission	without asking
honesty	the quality of being truthful
mistake	something you do wrong without knowing

ii. Circle the classroom items only.

iii. Think about and write three objects related to the classroom and home. Write them in the correct boxes.

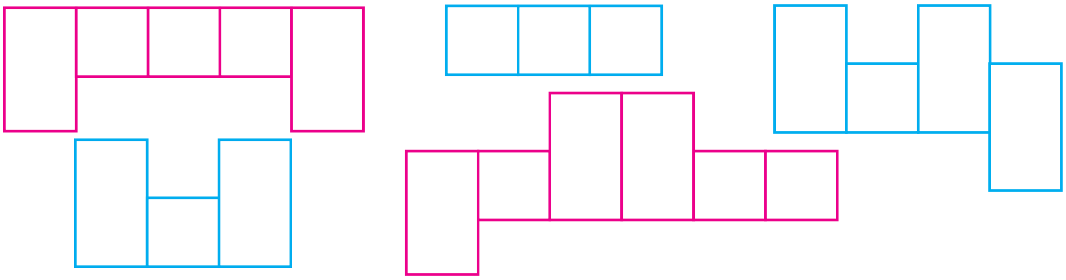
Classroom Objects	Household Objects

2. Learning to Spell

i. Read and write the given sight words in the shape box that fits.

Teaching Point: C1 (iii) Encourage students to think about and write three different objects related to the classroom and home. C2 (i) Ask them to read and write the sight words in the shape box that fits.

six | yellow | help | let | going



ii. Fill in the missing letters to complete the words.

eras__rs | stati__nery | hon__sty

mist__ke | pr__ise | reali__e

3. Grammar

Masculine/ Feminine

I. Read the following masculine/feminine.

Masculine	Feminine
brother	sister
uncle	aunt
father	mother
prince	princess

Read Me

A noun that refers to a male is masculine e.g. father.
A noun that refers to a female is feminine e.g. mother.

ii. Choose and write the words in correct boxes.

nephew | grandfather | daughter | sir | woman

grandmother | son | madam | niece | man

Masculine	Feminine

Pronouns

iii. Read the following sentences.

- Ben is in class two. He is an honest boy.
- Ben and Asim are friends. They are classmate.
- My mother is a doctor. She helps me in my studies.

Read Me

The words used in place of nouns are called pronouns. 'I', 'we', 'you', 'he', 'she', 'it' and 'they' are pronouns.

iv. Rewrite the paragraph changing the coloured nouns into pronouns in your notebook.

Asim has a new eraser. The eraser is colourful. Asim likes the eraser. Asim keeps the eraser in the pencil box. Asim and Kaleem are friends. Asim and Kaleem sit together in the classroom. Miss Amna is their class teacher. Miss Amna is a nice teacher.

Omission of Articles (a/an)

v. Read the following sentences.

Read Me

Plural nouns do not take indefinite articles 'a' or 'an'.

There is a glass on the table.	There are glasses on the table.
I saw an aeroplane at the airport.	I saw aeroplanes at the airport.
Kaleem is playing with a toy car.	Kaleem is playing with toys.
Asim has a storybook.	Asim has storybooks.

vi. Put articles 'a' or 'an' where needed and rewrite the sentences.

- I have umbrella.

____

- We have storybook.

____

Teaching Point

C3 (v) Ask students to read the given sentences and notice the omission of articles in them.
C3 (iii) Have them recall the concept of pronouns. Write different sentences on the board using nouns. Ask them to replace these nouns with pronouns.

- Amna is eating orange.

____

D) Writing

1. Learning to Write

i. Look at the pictures below and list down the classroom objects.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6.

ii. Write a sentence for each picture using action and describing words.

1.

____

____

____

____

2.

2. Creative Writing

What would you do if you were in Kaleem's place? Write five lines in your notebook.

Teaching Point

D (i) Explain to the students the steps of making a list. Tell them to make a list of their favourite food items in their notebook. D2 Ask them to write on their own but help them throughout the activity. Tell students to use correct capitalisation, punctuation and spelling.

Review - 2

A) Oral Communication

Learning the Sounds

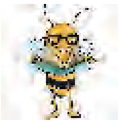
Change the first letters of the given words to make two new words.

ball		
toy		
den		

Write two more words with the same beginning sound.

rose		
nest		

Arrange a dialogue in class between students about asking permission to visit any of their favourite places. Instruct them to use polite words.



B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- Write any two traffic rules.
- Write the names of any three means of transport?
- What are the colours of traffic light?
- What did Asim do after realising his mistake?
- Who has written the poem 'Bee on my Nose'?

Read the given words. Rearrange them to make sentences.

fine. We are

____

Is a This car.

____

should We follow rules.

____

C) Language Focus

Vocabulary Building

Read the given words and write their meanings with the help of a dictionary.

sniff	
transport	
inquired	
sting	
mistake	

Rewrite the given paragraph by using the pronouns correctly.

Haadia is my classmate. Haadia is also my neighbour. Haadia and I study together. Sir Kashif is our class teacher. Sir Kashif teaches us English.

____

____

Read the given paragraph. Circle the masculine nouns and underline the feminine nouns. Then write them in their columns.

My uncle and aunt live in Karachi. My aunt is a nice woman. My uncle is a cheerful person. They have two daughters and a son. They are my friends. They often bring gifts for our grandfather and grandmother.

Masculine Nouns:				
Feminine Nouns:				

Read the given paragraph and underline the position words.

My grandparents live just up the road. We can enjoy the beauty of the valley from their roof. There is a masjid to the left of their house.

Fill in the given paragraph with 'is', 'am' or 'are.

I am in grade two. I ____ seven years old. I ____ a good student. I have two friends. They ______ my cousins. My mother _____ a doctor and my father _____ a lawyer. They ____ hardworking people.

Put articles where needed and re-write the given paragraph.

Last day, we went to the stationer's shop. Asim bought new eraser. He also bought some pens. I bought storybook for him. He bought some toys for his younger brother and I bought pencil for my sister.

D) Writing

Learning to Write

Write five sentences about 'Bee' with the help of the word bank.

insect | sting | colour | flower | hive

Unit 7

Sports Day

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with text and use reading strategies (while reading) to follow instructions in short school, public notices or signs with visuals.
- recognise and classify into different categories some simple naming words from pictures and immediate surroundings e.g, colours and shapes.
- respond to the text (post-reading) to express likes /dislikes about the story.
- comprehend and respond to simple wh-questions.
- comprehend a simple story read aloud in class.
- demonstrate use of common conventions and dynamics of group oral interactions:
  - introduce themselves and others.
  - participate in conversation.
- identify/classify one and two-syllable words that rhyme.
- locate:
  - specific simple information in a clock (by the hour) by looking at the position of the hands of the clock
  - month and day in a calendar by reading across and down.
- use ‘has’, ‘have’ to show possession.
- recognise and apply capitalisation to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- write numbers from 1 to 50 in words.

Getting Started

The pictures below show some children playing different sports.

Let's Talk

- Share different games that you play during physical education lessons.
- What do you feel while playing games?
- What is your favourite sport?

Sports Day

Pre-reading

- Look at the given picture and tell which game the boys are playing.

It was February 12, 2020. I attended Annual Sports Day at my school. I got up at 7 o'clock in the morning. I brushed my teeth. I wore my sports kit.

My mother and father were waiting. I greeted them and had my breakfast. They both wished me success because I was competing in a sack race. I thanked them and left for school. There were different colourful flags on my school building. There were instructions written on the noticeboard for guests and players. We all were very excited.

While-reading

What was written on the notice board?

Students were taking part in different games like football, cricket, hurdle race, musical chair, etc.

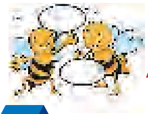
After sometime, a teacher told us to get ready for the sack race. We all lined up with our sacks. Soon, the race started. I ran very fast. I won the race. My friends were very happy for me. I thanked Allah (سبحانہٗوتعالیٰ) for my success. My principal gave me a trophy. It was a great day.

Post-reading

- Which game do you like to play with your friends?
- Why are sports important for us?

Teaching Point

Model the story by reading with correct pronunciation and intonation. Take random responses about the understanding of the main idea of the story. Explain more if need be. Explain to students that games are important for our health. They keep us strong and healthy.



A) Oral Communication

1. Learning the Sounds

Read Me

A syllable is part of a word that has a single vowel sound.

Syllables

i. Read the given syllables that rhyme each other.

One Syllable	run/sun	blow/slow
Two Syllables	rab.bit/hab.it	jac.ket/rac.ket

ii. Identify the one and two-syllable words that rhyme. Write them in the correct columns.

father, player, mother

game, medal, pedal

hall, mill, mall

care, fame, share

One Syllable

Two Syllables

2. Learning to Speak

i. Read and practise the given dialogue.

1. Welcome to the class. Please introduce yourself to the class.

2. Thank you, teacher. My name is Fahad. I am six years old.

3. We are preparing for the Sports Day. Would you like to compete in the sack race?

4. Yes. I would love to.

ii. Role-play the dialogue above and introduce yourself and your best friend.

Teaching Point

A1 (i) Have students recall the concept of syllables by giving examples. Encourage them to share more examples that rhyme. A2 (i) (Role-play) Get students into pairs and ask them to introduce themselves and others Select a pair of students and ask them to role-play the dialogue above. Ask them if they like to participate in sports gala.

B) Reading and Critical Thinking

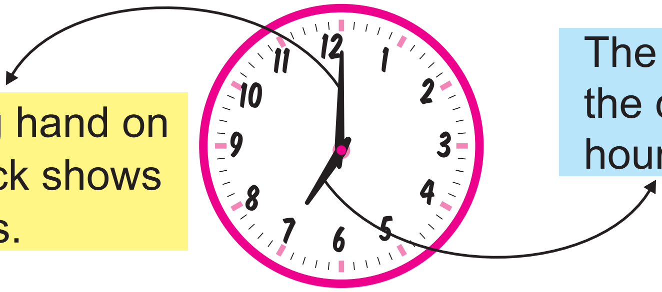
Reading Comprehension

i. Answer these questions.

- What is your favourite game?
- How was the school building decorated?
- Write names of different games mentioned in the story.

ii. Read the given information.

The big hand on the clock shows minutes.



The small hand on the clock shows hours.

Time: 7 o'clock

iii. Look at the clocks below. Read the time.

1 o'clock

7 o'clock

12 o'clock

iv. Look, read and write the given times.

Teaching Point B (ii) Tell them that a clock has two hands. The big hand shows the hour and the small hand shows the minutes. Explain to them the time by giving different examples on the board by indicating the time on the clock.

v. Read the given calendar.

SEPTEMBER 09

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 12

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

How many days are there in the month of September?

___________________.

Circle the date of Pakistan Defence Day on the calendar.

How many Saturdays are there in the month of September?

___________________.

How many days are there in the month of December?

___________________.

Tick the Quaid's Day on the calendar.

Which month comes before the month of December?

___________________.

vi. Read the lesson again and fill in the blanks with the correct options.

a. _______________ was celebrated on October 12, 2019.

i) Teachers Day ii) Sports Day

iii) Labour Day iv) Independence Day

b. I was going to compete in a ___________ race.

i) boat ii) cycling iii) hurdle iv) sack

c. I brushed my teeth and wore my _____________ kit.

i) sports ii) medical iii) covid iv) swimming

Teaching Point

B (v) Explain to students that there are twelve months in a year. Every month has four weeks and every week has seven days. Help them to name the months of the year and days of the week. Explain to them how to read the months and days on a calendar across and down. Ask them to point out a day, date or month on a calendar. Ask them different questions like: How many months are there in a year?, What is your date of birth?, Which month comes after March?

d. My ________________ gave me a gold medal.

i) mother ii) father iii) principal iv) teacher

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

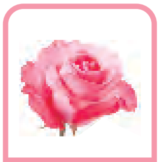
compete	to take part in any activity with other participants
sack	a large bag with no handles
instruction	information about using something

Colours

ii. Look and read the names of the colours.

Orange

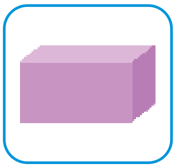
Purple

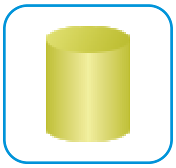

Pink

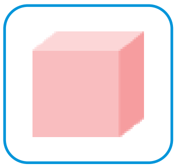
Black

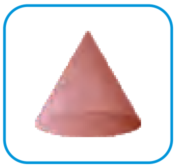
Shapes

iii. Look and read the names of the shapes.


rectangle

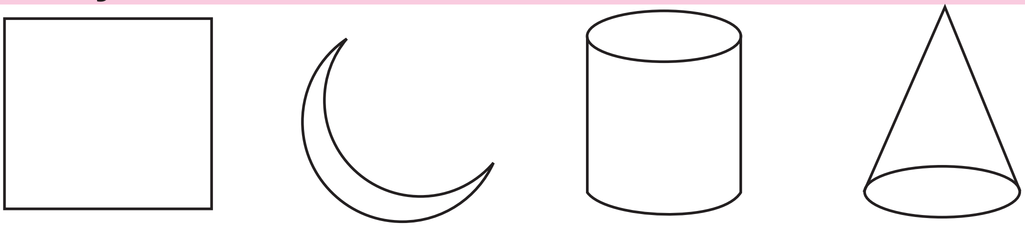

cylinder


sqaure


cone

crescent

iv. Colour the square pink, cylinder orange, cone purple and crescent yellow.



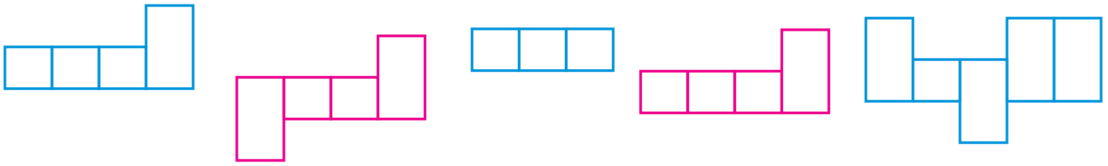
Teaching Point

C1(I) Ask students to learn words with their meanings. Ask them to use these words in their daily conversation.C1 (iii) Have students read the names of the given shapes. Then show some objects and ask them what shape the objects have. What are these shapes called?

2. Learning to Spell

i. Read the given sight words and write them in the shape box that fits.

use | wash | fast | light | pick



ii. Fill in the missing letters to complete the words.

__xcited | com___ed | musi__al | h__rdle | med__l

3. Grammar

'Has' and 'Have'

i. Read the given sentences.

- Hassan has a sports kit.
- He has a sack.
- Men and women have colourful flags.
- I have a trophy.

Read Me

We use 'has' and 'have' to show possession. We use 'has' with singular nouns and pronouns. We use 'have' with plural nouns and pronouns. We always use 'have' with 'I' and 'you'.

ii. Fill in the blanks using 'has' or 'have'.

- Asma ______ a new dress.
- I ________ two ears.
- You _______ a bat.
- He ______ a pet rabbit.

Read Me

We always capitalise the first letter of a sentence and the first letter of the names of people, places and pets.

Teaching Point

C3 (i) Ask students to name the things they have in their bags and say a sentence using has/have. (iii) Tell them that we always capitalise the first letter of a sentence and the first letter of the names of people, places and pets.

Capitalisation

iii. Read the given sentences.

- My name is Sultan.
- Dogs are very noisy.
- She lives in Islamabad.

iv. Now rewrite and capitalise the following sentences.

- sara is a good girl.
- he likes to visit the lahore zoo.
- bunny is my rabbit.

D) Writing

1. Learning to Write

Write numbers from 1 to 50 in words in your notebook.

2. Creative Writing

Write five sentences about your favourite sports. Use the words given below.

game | win | friends | enjoy | compete

____

____

____

____

____

Teaching Point
D1 Ask students to write numbers in words with correct spelling and space words properly. D2 Help them write sentences using correct punctuation and spelling.

Unit 8

My School

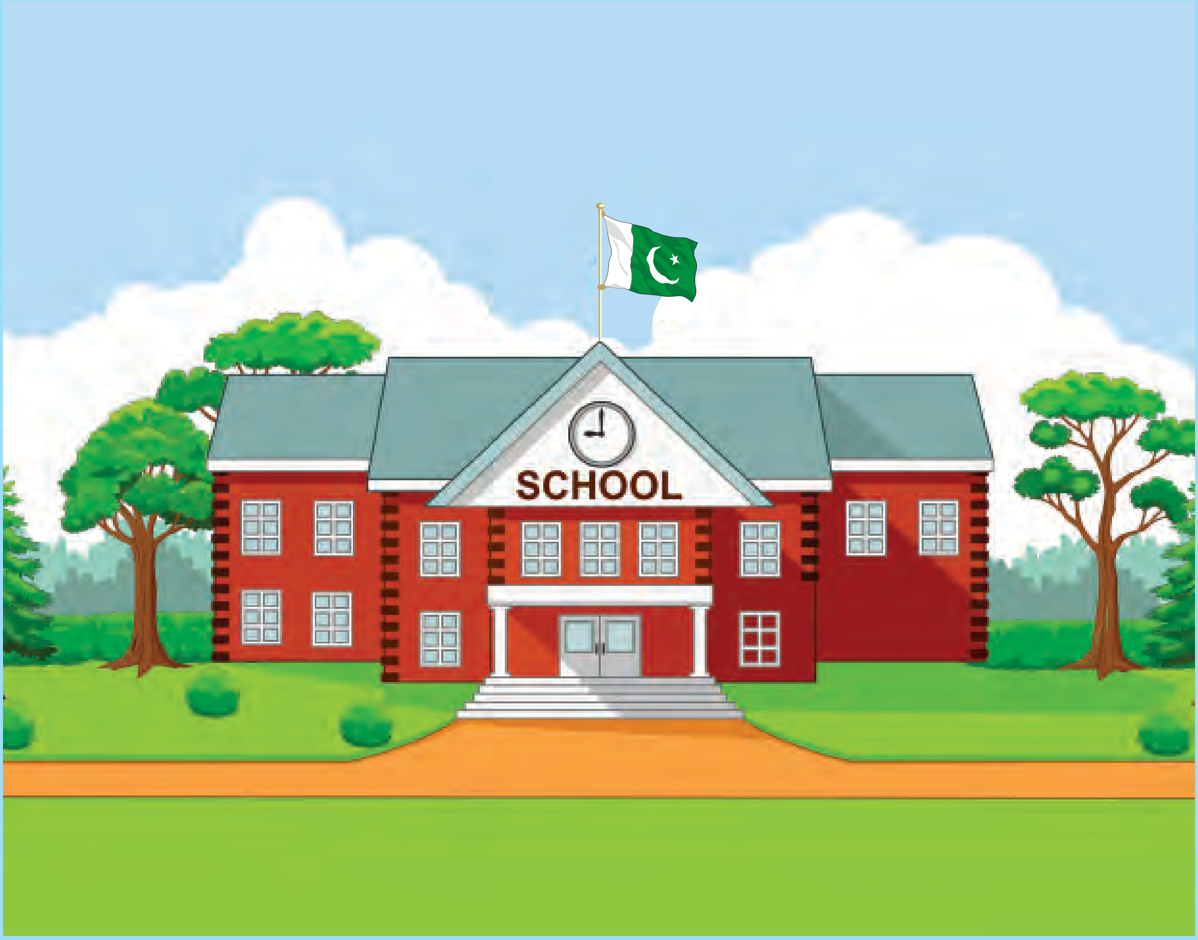
Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of the poem through pantomime and a simple role-play.
- recognise words with one or more syllables. Pronounce simple one-syllable or two-syllable words.
- demonstrate the use of common conventions and dynamics of group oral interactions: take turns, use polite expressions to seek attention.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- recite poems with action.
- identify and pronounce familiar two-syllable and three-syllable words.
- use first and second letters to arrange words in alphabetical order.
- brainstorm to gather ideas for various activities/tasks.
- read and recite short poems or rhymes with actions.
- articulate and use simple rhyming words in writing.
- recognise and classify into different categories simple action and naming words from pictures and immediate surrounding, e.g, directions (left/right, up/down).
- recognise more particular names of people, pets, and places.
- illustrate use of words that point to something.
- write numbers in 10's in words.
- copy rhyming words from a poem and write more rhyming words.

Getting Started

Look at the picture and figure out what is missing in it.



Let's Talk

- Is the environment of your school lively or dull?
- Can you suggest two things to make your classroom or school beautiful?

My School

Pre-reading

- What do you want to be in your life?
- Do you love to go to school? Why?

I've got a brand-new lunchbox.
My shoes are shiny clean.
I've got a cool, new bookbag
And a pencil box that's green.

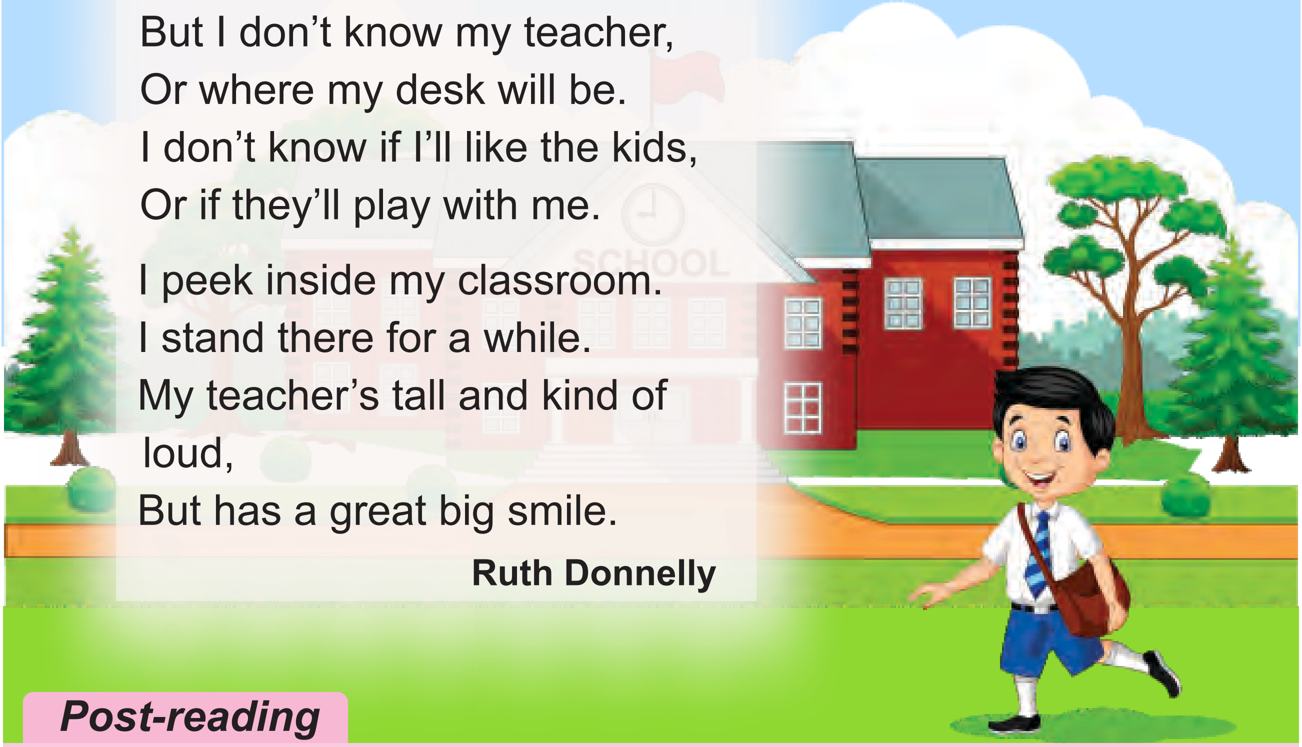
But I don't know my teacher,
Or where my desk will be.
I don't know if I'll like the kids,
Or if they'll play with me.

I peek inside my classroom.
I stand there for a while.
My teacher's tall and kind of loud,
But has a great big smile.

Ruth Donnelly

While-reading

What is the name of your school?



Post-reading

- Share your experience of your first day at school in a few sentences.
- Did you smile when you entered your class first time?

Teaching Point

Model reading of the text will be done with correct pronunciation. Help students to recite the poem aloud with you. Explain the main idea of the poem. Ask them to share their own experiences of their first day in school. Take them to a school round and give them a clear concept of different places e.g. classrooms, playground, canteen, staffroom etc. and relate it to their school. Ask them to say one or two sentences about their school.

A) Oral Communication

1. Learning the Sounds

Syllable

i. Read the words and indicate the number of syllables in each word.

- smile = one-syllable
- pen.cil = two-syllables
- fam.i.ly = three-syllables

Read Me

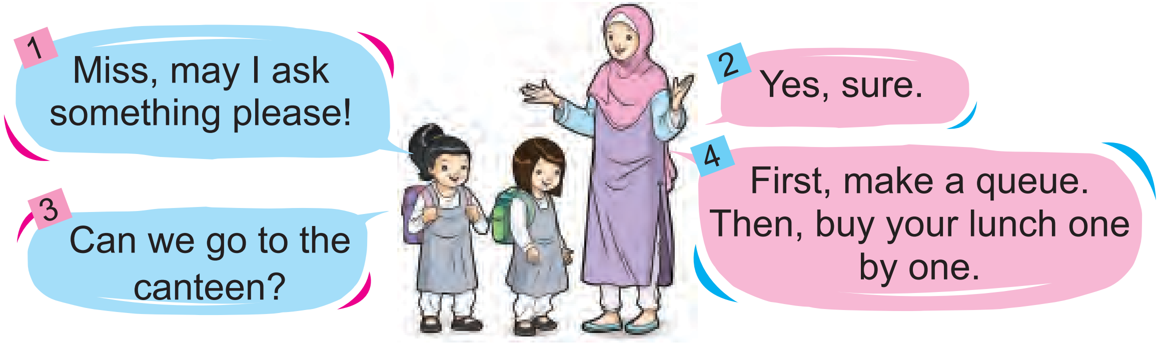
A syllable is part of a word that has a single vowel sound.

ii. Read the given words and write their syllables.

shoes	
in·side	
teach·er	
a·maz·ing	
fa·vour·ite	

2. Learning to Speak

i. Read and practise the given dialogue.



Teaching Point

A1 (i) Show flash cards of different 2-3-syllable words and ask them to read aloud these words with correct pronunciation. A2 (i) (Pair Work) Ask students to make pairs and practise the given dialogue. Tell them more phrases to take turns and seek attention. (Role-play) Give them different situations, for example teacher- student, father-son, two friends, etc.

ii. Get students into pairs and ask them to discuss their favourite things in school. Ask them to seek attention by using polite words.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What is the colour of the pencil box?
- Who has a great, big smile?
- Do you like your school?

ii. Rearrange the words in alphabetical order according to the first letter.

kind | pencil | box | teacher | desk

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Read Me

We use alphabetical order to arrange and look for words in a list.

iii. Rearrange the words in alphabetical order according to the second letter.

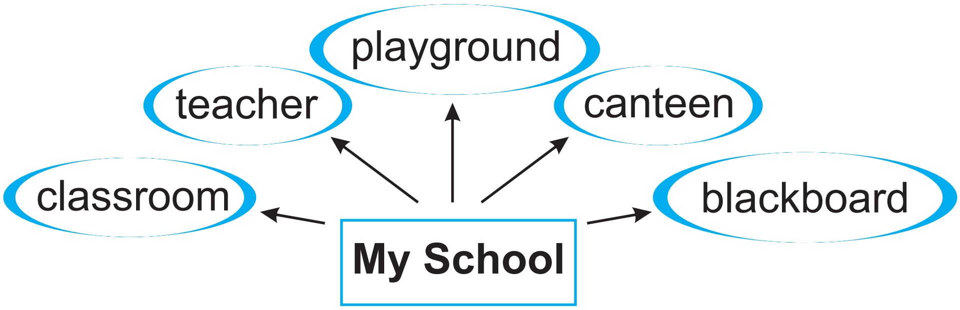
shiny | stand | smile | some | sun

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

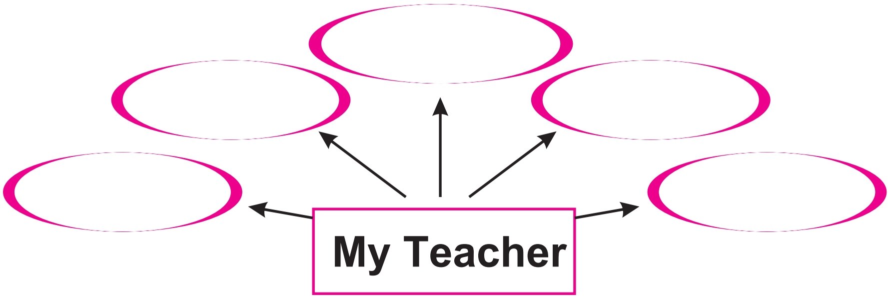
Teaching Point

B (i) Ask students to share answer to the given questions. Praise them for their correct answers. B (ii) (Group work) Make some groups of students and give them lists of words. Ask them to arrange these words in alphabetical order.

iv. Read and think about the given ideas about your school. Then write five sentences.



v. Think about and write some ideas about the given topic.



vi. Read the lesson again and fill in the blanks with the correct options.

- The pencil box is__________________.
  - i) red ii) yellow
  - iii) green iv) orange
- The shoes are __________________.
  - i) dirty ii) clean
  - iii) torn iv) dusty
- The ______________ has a big smile.
  - i) teacher ii) student
  - iii) watchman iv) maid
- The student peeks inside the__________________.
  - i) dining room ii) classroom
  - iii) study room iv) bedroom

Teaching Point

B (iv) Tell students that brainstorming is a technique to collect ideas. Give them different topics and ask them to share sentences about them.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

peek	a quick and secret look
loud	noisy
shiny	bright

Rhyming words

ii. Read the given rhyming words.

clean – green   be – me

while – smile

Read Me

Rhyming words have the same ending sounds.

iii. Write three pairs of rhyming words in your notebook.

Directions (left/right, up/down)

iv. Look at the direction signs and complete the sentences.

up ⇧   down ⇩
left ⇦   right ⇨

- The student is going ⇧ ______ stairs.
- The cat is climbing ⇩ ______ the tree.
- The classrooms are to the ⇦ ______ of the staff room.
- The playground is to the ⇨ ______ of the canteen.

Teaching Point

C1 (i) Ask students to learn words with their meanings and use them in daily conversation. C1 (ii) Recall the concept of rhyming words and give them examples of more rhyming words. C1 (iv) Hide some objects in the classroom. Ask them to follow left-right directions to find these hidden objects.

2. Learning to Spell

i. Read and write the given sight words in the shape box that fits.

around after think those today

ii. Fill in the missing letters to complete the word.

f__rst sch__ __l lu__ch

classr__ __ m b__g

3. Grammar

Read Me

A proper noun refers to a particular person, place, or a pet. A proper noun starts with a capital letter. For example: Ali, Quetta, River Indus, Faisal Masjid, etc.

Proper nouns

i. Read the following proper nouns.

- Today, I met my old friend Nazia.
- Ahmad and Ali are best friends.
- My school is in Peshawar.
- My uncle has a pet cat, Mano.
- Faisal Masjid is the biggest masjid in Islamabad.

ii. Write three proper nouns for each group in the given rows.

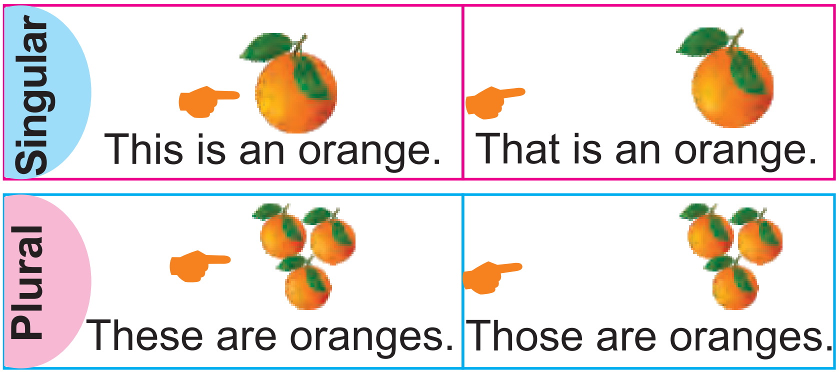
Person	
Animal	
Place	

Teaching Point

C3 (i) Tell students that proper nouns are names of particular people, places, things or pets. Make three groups of students and ask one group to make a list of particular names, second group to make a list of places and third to make a list of pets.

Pointing words

iii. Look at the picture below and read the sentences.



Read Me

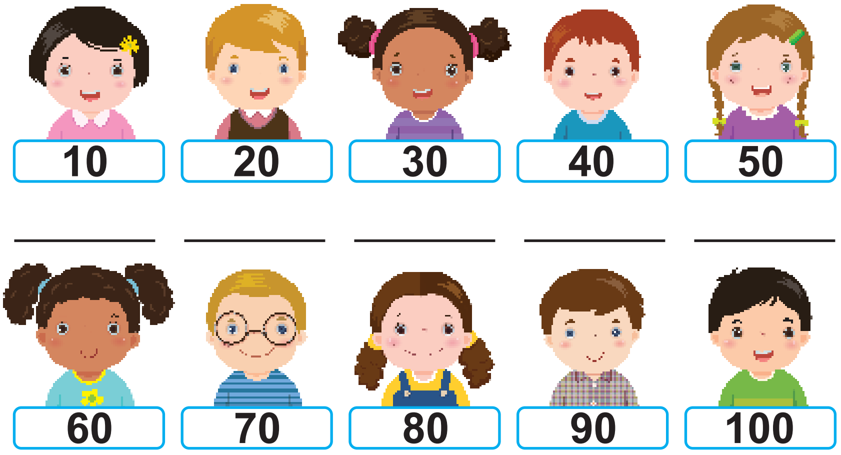
This, that, these and those are pointing words. We use these words to point to people or things.

iv. Write four sentences using 'that', 'this', those', and 'these' each in your notebook. Use correct capitalisation.

D) Writing

1. Learning to Write

i. Write the given numbers in words.

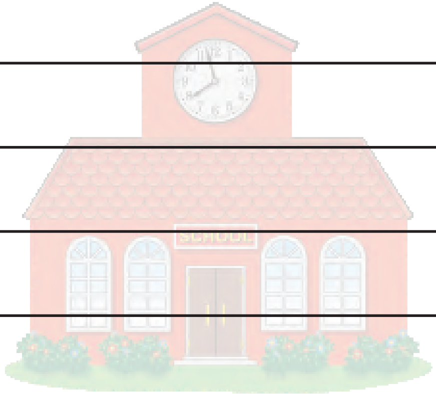


Teaching Point

C3 (iii) Point to different objects of the classroom and ask them to read aloud sentences by using pointing words. D (i) Practise the concept of tens., etc. by using an abacus or blocks for their better understanding.

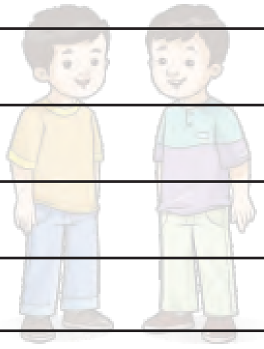
ii. Find rhyming words in the poem and add one more word.

iii. Write a short paragraph about your school.



2. Creative Writing

Write a paragraph on the topic 'My Best Friend'.



Teaching Point

D1 iii) Guide and help students write sentences of their own with correct spelling and punctuation. Help students in writing a paragraph on their own using pre-writing strategies.

Unit 9

What a Good Deed!

Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post-reading) to express likes /dislikes about the story.
- comprehend simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- demonstrate use of common conventions and dynamics of group oral interactions:
  - express likes and dislikes.
  - express feelings.
- identify and pronounce common irregular sight words.
- use pre-reading strategies to predict the story by looking at picture(s) in the text.
- interact with text and use reading strategies (while reading) to locate specific factual information to answer in a word or two simple short questions.
- read tables and charts in the classroom.
- recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding, e.g, cardinal.
- Use pronouns learnt earlier.
- recognize that a sentence ends with some form of punctuation, i.e. full stop, or question mark, or exclamation mark.
- write ordinal numbers 'first to tenth' in words.
- identify position of objects using ordinal numbers.
- write date and captions on page top.

Getting Started

Look at the pictures. The children are helping their mothers.

Let's Talk

- If your mother is not feeling well but she is still working at home, what will you do?
- Have you ever helped your parents in home chores? If yes, share with classmates.

What a Good Deed!

Pre-reading

- Have you experienced any important incident in your life? Share it.
- Should we do good to others?

A long time ago, there lived a small boy with his mother. He loved his mother very much. Once, his mother became very ill and had to stay in bed. One night, she called out to her son to bring her some water. The young boy tried to pour out water from the pitcher, but it was empty. He went to a canal nearby to fetch water. When he came back with water, his mother was sleeping. He again was not sure what to do. The small boy waited for the whole night patiently with water at his mother's side.

While-reading

Why did Bayazid Bastami go to the canal?

When his mother awoke, she drank the water. “How long have you been standing here?” she asked. “You haven't been here all night, have you?” “Yes, mother,” he replied, “I have been here since you asked me to bring you some water."

His mother prayed for her son for this act. This same boy grew up to be a great saint called Bayazid Bastami.

Post-reading

- Did you like the story? If yes, why?
- What did you learn from this story?

Teaching Point

Model the text by reading with correct pronunciation and intonation. Tell students the main theme of the story. Discuss some good qualities, for example patriotism, bravery, kindness, punctuality and patience.

A) Oral Communication

1. Learning the Sounds

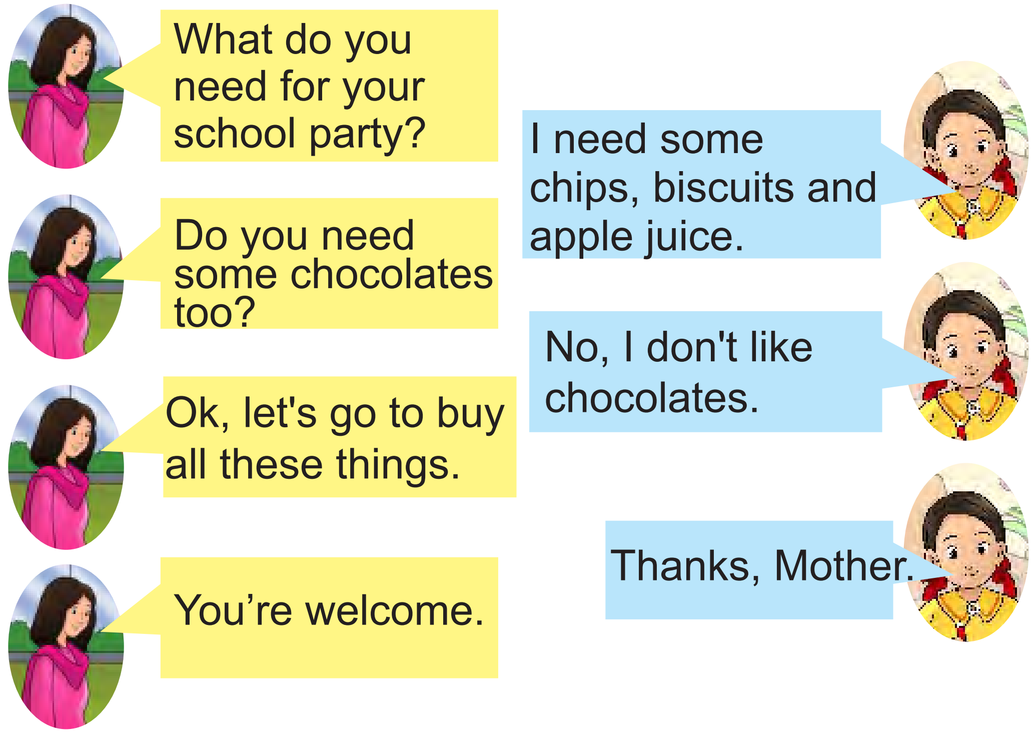
Sight Words

Read and say the given sight words.

old call saw round fly

2. Learning to Speak

i. Read and practise the given dialogue.



ii. Get students into pairs. Ask them to express their likes/ dislikes using the expression of likeness and dislikeness about common habits.

Teaching Point: A1 Tell students that irregular sight words are phonetically irregular as they do not follow the phonic or spelling rule. A2 (i) Give them different relations as father-son, teacher-student, etc. and ask them to express their feelings.

B) Reading and Critical Thinking

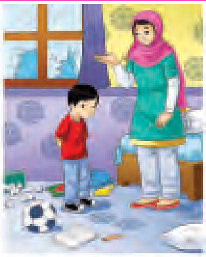
Reading Comprehension

i. Answer these questions.

- Why did the boy keep waiting whole night?
- What did Bayazid Bastami do while his mother slept?
- Who was Bayazid Bastami?

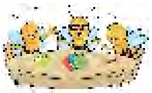
ii. Read the given chart.

Ahmed made a chart about good habits which he follows daily.

				
rises early in the morning	brushes teeth daily	eats healthy food	listens to elders carefully	helps his parents
helps others	does homework daily	throws waste in the bin	saves electricity and water	shares with others

ii. Read the lesson again and fill in the blanks.

- The story is about a ________________ deed.
- The boy went to a ______________nearby to fetch water.
- The boy grew up to be a great __________ .



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

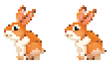
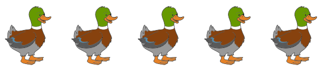
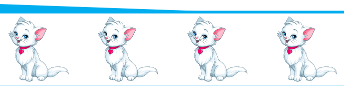
patiently	to accept a delay quietly
pitcher	a container for holding and pouring liquids
saint	a very good, kind or patient person
fetch	to bring

Cardinal Numbers

ii. Read the given cardinal numbers.

One Two Three Four Five Six Seven Eight Nine Ten

iii. Look at the pictures. Tick (✓) the correct cardinal numbers in the given boxes.

	☐ two	☐ one
	☐ three	☐ seven
	☐ two	☐ one
	☐ four	☐ five
	☐ four	☐ six

Teaching Point

C1 (i) Ask students to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Tell them that cardinal numbers are one, two, three, four, five, etc.

2. Learning to Spell

i. Read the given sight words and write them in the shape box that fits.

tell | much | keep | some | work

ii. Fill in the missing letters to complete the words.

di__ry | inci__ent | pitc__er

__inutes | pat__ence

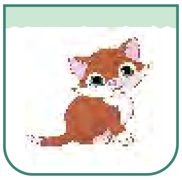
3. Grammar

Pronouns (Revision)

i. Tick (✓) the correct pronoun for each picture.

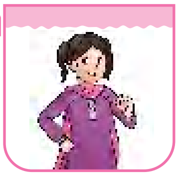
He / She

He / She

We / It


He / We

They / It

I / You


You / I

Teaching Point

C3 (i) Recall the concept of pronouns by giving different examples.

ii. Write correct pronoun for the underlined nouns.

he | she | it | they | you | I | we

- _______ My brother is tall.
- _______ My sister is eight years old.
- _______ My cow is white.
- _______ My friend and I go to the park.
- _______ Talha and Qasim are friends.

Punctuation

iii. Read the given sentences and notice the use of punctuation marks.

- Wow! You are looking pretty.
- Islamabad is the capital of Pakistan.
- Who is your teacher?
- The sun is shining.
- What is on the table?
- Alas! Her uncle's car broke down.

Read Me

We use a full stop (.) at the end of a complete sentence.
We use a question mark (?) at the end of a question.
We use an exclamation mark (!) to express strong feeling or emotions.

iv. Put full stop, question mark or exclamation mark in the given sentences.

- How old are you
- I am going to Karachi
- Oh I lost my pencil
- Who is your favourite poet
- My brother plays hockey
- Yay I stood first in class

Teaching Point

C3 (iii) Explain the rules of punctuation by giving more examples on the board.

D) Writing

1. Learning to Write

i Look at the balloons and answer the questions using ordinal numbers.

- Which one is second? Orange is second.
- Which one is third? ____________________
- Which one is fourth? ____________________
- Which one is sixth? ____________________
- Which one is eighth? ____________________

ii. Write ordinal numbers from first to tenth in words in your notebook.

Teaching Point

D1 (i) Reinforce the concept of ordinal numbers. Select any ten students and ask them to stand in a queue. Then ask questions, "who is first in the queue? who is second? etc.

iii. Write dates and captions in the given blanks. Keeping your daily timetable in view.

Date	Classwork	Day
9-4-2022	Unit Name	Friday

____

____

____

____

____

Date ________ Day

_____ _____ _____

____

____

____

____

____

2. Creative Writing

Make a list of things we should not do.

____

____

____

____

____

Teaching Point

D1 (iii) Help students write date, caption and day according to their lesson. D2 Help students write date, day and caption in their notebooks.

Review - 3

A) Oral Communication

Learning the Sounds

Read the given words. Count and write their syllables.

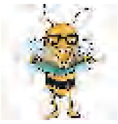
Words	Number of Syllables
teach.er	
prin.ci.pal	
great	

Words	Number of Syllables
a.maz.ing	
re.spect	
young	

Read the given sight words. Use these words in your own sentences.

- call
- old
- said

Arrange a class discussion and ask students to express their likes or dislikes about different seasons.



B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- What games do you like to play in school?
- When was the sports day?
- Why did Bayazid’s mother wake up at night?

Arrange the given words alphabetically according to their first letter.

teacher, wait, night, pitcher, smile

Arrange the given words alphabetically according to their second letter.

clean, cool, complete, chores, canal

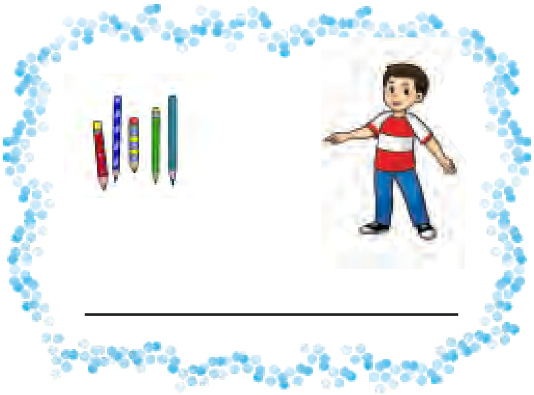
C) Language Focus

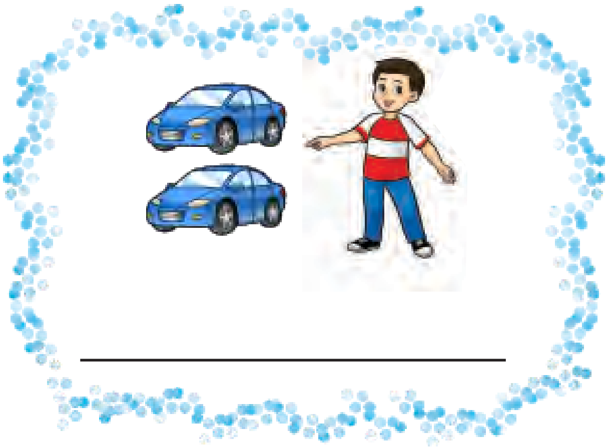
Vocabulary Building

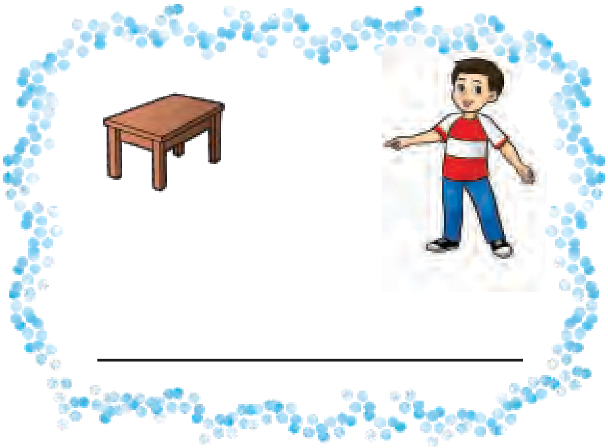
Read the given words and write their meanings.

sack	
peek	
patience	
loud	

Look at the given pictures and write sentences using 'this', 'that', 'these' and 'those'.







Fill in the blanks to complete the paragraph by using 'has' or 'have' correctly.

Hassan likes to participate in a cricket match. He _______ a sports kit. His team _______ new uniforms. His classmates come to cheer him. They_______ colourful flags. His team plays very well. They ______ a lot of fun.

Rewrite the given sentences with correct punctuation and capitalization.

what is your name

why are you late today

hassan plays cricket

hurrah I have won the match

wow what an amazing dress it is

D) Writing

Learning to Write

Think and write some ideas about the topic 'My Mother'. Then use these ideas to write five sentences about your mother in your notebook.

Unit 10

An Ant and a Dove

Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post-reading) to express understanding of the story through pantomime and simple role play.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- demonstrate use of common conventions and dynamics of oral interactions to express joy while playing.
- differentiate between words ending with s and z and iz sounds in the plural from of a word
- use pre-reading strategies to predict story by looking at picture(s) in the text.
- interact with text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.
- identify title and table of contents of a book.
- use textbook pictures/picture dictionary to aid comprehension and development of vocabulary.
- use textual aids such as table of contents to locate a particular text/lesson
- recognize and classify into different categories, some simple action and naming words from pictures and immediate surroundings, e.g, ordinal
- use questioning words: what, who, where, when, why.
- recognize and add comma for series of items in a sentence and after yes and no in short formal dialogues, e.g. yes, thank you, etc.
- recognize the function of selected question words e.g. what, when, to write answers to simple questions.
- replace rebus with words to complete a given story.
- fill in words to change/complete a given story.

Getting Started

Look at the picture. Think and guess the hidden message.
Choose one or two words to describe it.

____

Let's Talk

Have you ever helped anyone around you? How?

An Ant and a Dove

Pre-reading

- Look at the given pictures and guess what the story is all about.

On a hot summer day, a thirsty ant was looking for water to drink. She searched for water and finally reached a river. She climbed up a stone to drink water. She slipped and fell into the river.

A dove was sitting in a tree nearby. She saw the ant falling into the river. The dove quickly plucked a leaf and dropped it near the ant.

The ant climbed up the leaf. Soon, the leaf moved slowly and reached the bank of the river. The ant jumped out on the dry ground. She thanked the dove. They became friends.

The next day, a bird catcher came there. He planned to trap the dove with his net. She was sitting in the tree. The ant saw him and thought about what she could do to help the dove. The ant quickly bit him on the foot. The bird catcher screamed in pain and dropped his net. The dove, saw him and flew away. The dove thanked the ant for saving her life.

While-reading

Where was the _____ sitting?

Post-reading

- How did the ant save the dove's life?
- What lesson did you learn from the story?

Teaching Point

Model the text by reading with correct pronunciation and intonation. Tell students that we should not consider others inferior. Tell them that a fable is an animal story that has a moral at the end.

A) Oral Communication

1. Learning the Sounds

Read Me

Some words have plurals that end in an 's', 'z' or 'iz' sound.

Plurals with 's', 'z' and 'iz' Sounds

i. Read and say the given words.

's' Sound	
Singular	**Plural**
book	books
ant	ants

'z' Sound	
Singular	**Plural**
bag	bags
bird	birds

'iz' Sound	
Singular	**Plural**
box	boxes
race	races

ii. Say the given words and match them with their ending sounds.

cups	/s/	prizes
dishes	/z/	hats
bags	/iz/	kings

2. Learning to Speak

i. Read and practise the given dialogue.

Ant: Hello, Dove! How are you?
Dove: I am fine. Thank you. How are you?
Ant: I am fine too. You did well in the flying competition.
Dove: Thank you so much for your praise.
Ant: Did you enjoy it?
Dove: Yes, I enjoyed it a lot. I worked hard but it was really fun.
Ant: That's good.

ii. Read the dialogue above and express your joy while playing your favourite game.

Teaching Point

A1 (i) Tell students that many nouns make their plurals with different ending sounds like /s/, /z/ and /iz/. Encourage them to share more examples. A2 (i) Ask them to practise the dialogue above.

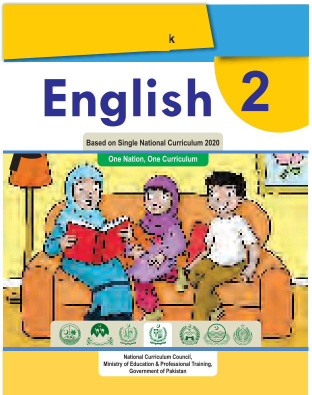
B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What was the ant looking for?
- Who was sleeping in the nest?
- Who saved the ant?

ii. Look at the given title and the table of contents. Then answer the following questions.



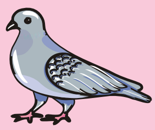
Unit	Page
1. A Tiny Creature	1
2. My Home and City	11
3. Let's Plant Trees	20

- What is the title of the book? ______________________
- Write the name of the unit on page 11 _________________.
- Write the name of unit 2 ______________________.

iii. Look at the given picture dictionary and write the names of the birds.

____

____


____

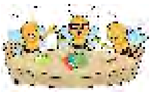
____

Teaching Point

B (i) Ask students to answer the questions given above. B (ii) Explain what the title and table of contents are with reference to this English book.

iv. Read the lesson again and fill in the blanks with the correct options.

- The ant was looking for ______________ to drink.
  i) tea ii) milk
  iii) water iv) juice
- The ant slipped and fell into the ____________.
  i) sea ii) river
  iii) pond iv) pool
- The ant swam and climbed up the ______________.
  i) leaf ii) plant
  iii) garden iv) tree
- The bird catcher planned to trap the __________ with the help of his net.
  i) sparrow ii) parrot
  iii) mouse iv) dove
- The ant and dove became _______________ .
  i) enemies ii) cousins
  iii) friends iv) sisters



C) Language Focus

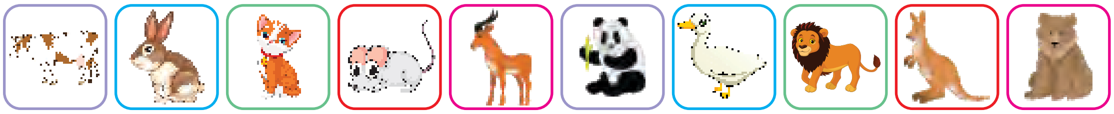
1. Vocabulary Building

i. Read the given words with their meanings.

slip	lose one's balance
pluck	quickly remove something
scream	to give a loud, high cry

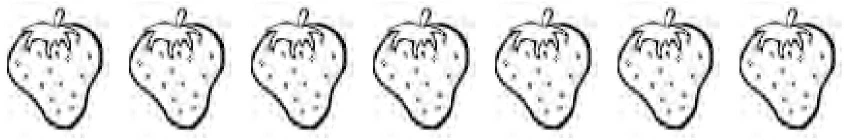
Ordinal Number

ii. Read the given ordinal numbers.



first second third fourth fifth sixth seventh eighth ninth tenth

iii. Colour the third and sixth strawberry red.

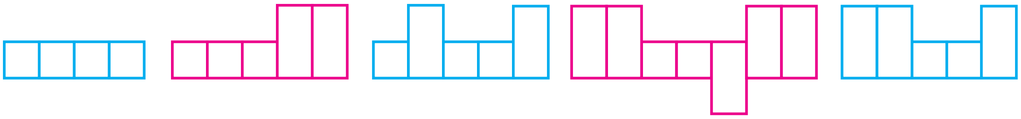


2. Learning to Spell

i. Read the given sight words.

about | could | thought | thank | save

ii. Write the given sight words in the box that fits.



iii. Circle the correct spelling in each row.

climb	climmb	cliimb
catcher	catcheer	cattcher
screeam	scream	sccream

quuick	quick	quickk
reaach	reeach	reach
snow	snwo	snw

3. Grammar

Question Words

i. Read the given questions.

- What is on the table?
- Who teaches you English?
- Where is the parrot?
- When is your birthday?
- Why are you looking sad?

Read Me

We use question words to ask questions. What, where, when, who and why are question words. We use a question mark (?) at the end of each question.

ii. Make questions of your own using the question words in your notebook.

Comma (,)

iii. Read the given sentences.

- Monkeys, giraffes and lions are animals.
- It is a big, red, round and juicy apple.
- Yes, I will help you.

Read Me

We use a comma (,) to separate words in a sentence. We also use a comma after 'yes' or 'no' when it is the first word in a sentence.

iv. Read the following dialogue.

Maha: Are you going to play hide and seek?
Sidra: Yes, I am.
Maha: Are you going to play with your friends?
Sidra: No, I am going to with my cousins; Sara, Amir, Fahad and Asma.
Maha: That's great!

iii. Use commas in the given sentences.

- Ali likes to play cricket hockey football and baseball.
- No you are wrong.
- Mangoes bananas and apples are healthy fruits.

D) Writing

1. Learning to Write

i. Complete the given story by replacing the pictures with words.

One day, Salman was playing in the _________.

He saw many __________ sitting in the

__________. The birds were eating ________.

2. Creative Writing

Write five sentences on 'Helping Others' in your notebook.

Teaching Point: D1 (i) Help students to complete the given story by replacing rebus with words.

Unit 11

Love for Parents

Learning Outcomes

After completing this unit, you will be able to:

- interact with text and use reading strategies (while-reading) to follow a sequence in a simple procedure or a picture map.
- follow multiple-step directions.
- comprehend and respond to simple wh questions.
- respond to the text (post-reading) to express likes /dislikes about the story.
- identify title and table of contents of a book.
- use textbook pictures to aid comprehension and development of vocabulary.
- use table of contents to locate a particular text/lesson.
- pronounce the weak forms of a and the in simple phrases and of 'be' in contractions.
- describe things and objects in surroundings.
- use and respond to simple sentences showing requests and command, both physically and in their speech.
- make/write simple greeting cards: draw illustrations to make greeting cards using cursive writing.
- copy names of the addressee and the sender.
- write appropriate words and formulaic expressions.
- write name, phone number, and address.

Getting Started

Look at the picture and imagine that you are having your father birthday party in the coming week.

Let's Talk

- Whom do you want to invite?
- Which arrangements do you want to make for your father's birthday?
- Would you like to surprise your father? If yes, how?

Love for Parents

Pre-reading

- Look at the given pictures and tell what the pictures are about.

Asad and Maha are making a card for their mother's birthday. Let's see how they do it.

First, they make a list of things that they need:

- paper
- scissors
- markers

Asad takes the paper and cuts it with a pair of scissors. Then he folds it in half. Maha draws some beautiful flowers and a cake on its cover. Asad writes 'Happy Birthday, mother' in bold letters.

While-reading

What will happen next?

Maha writes birthday wishes inside the card.

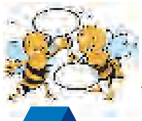
The birthday card is ready. They are very happy and excited.

They go to their mother's room and wish her a happy birthday. They give her the card. She gets very happy to see the card. She thanks them for their love and effort.

Post-reading

- What can you do to make your mother happy?
- Have you ever made a card? Share your experience.

Teaching Point Read the given text aloud and ask students to listen carefully. Ask them to read aloud the same text by themselves. Discuss the theme of the story with them. Tell them some Hadith about respect for mother.



A) Oral Communication

1. Learning the Sounds

Weak forms of 'a' and 'the'

i. Read aloud the given sentences orally and say 'a' and 'the' in each sentence as their weak forms.

- Sajid is a hardworking man.
- I need a knife to cut this melon.
- There is no fruit in the basket.
- Where is the new car?

Read Me

Some words are often pronounced in their weak forms. When we read them aloud, they are difficult to hear, because they are not stressed. For example: the word 'a' and 'the' are often pronounced in their weak forms.

Contractions of 'be'

ii. Pronounce the weak forms of 'be' in contractions.

I am	I'm	I'm making a card.
you are	you're	You're looking pretty.
he is	he's	He's walking alone.
they are	they're	They're waiting.
it is	it's	It's a beautiful card.
she is	she's	She's a teacher.

Read Me

The short form of two word is called a contraction. We omit letters to make the short form of words.

2. Learning to Speak

i. Read and practise the given dialogue.

Haris: Anum, which is your favourite fruit?

Anum: I like mangoes.

Haris: Why do you like them?

Anum: Hmmm.....because they are sweet.

Haris: Of course, Allah (سبحانہ وتعالیٰ) has blessed us with a variety of delicious fruits.

Anum: You are right, Haris.

Teaching Point

A1 (i) Give the concept of weak forms of 'a' or 'the' to students. Tell them that 'a' or 'the' are sometimes not pronounced with stress in some sentences because they are in their weak forms. Give examples and encourage them to share more. A1 (ii) Read aloud a few sentences orally using these contractions with correct pronunciation. A2 (i) (Pair Work) Make pairs of students and ask them to practise the dialogue with each other.

ii. Practise the dialogue above and ask students to describe things in their surroundings, such as a table, chair and classroom.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What things do Maha and Asad make the card with?
- What does Maha draw on the card?
- What does Asad write on the card?

ii. Read the given text and answer the questions.

Zara and Neha are classmates. One day, Zara couldn't go to school. In the evening, Neha went to see Zara. She was upset for not going to school that day. "I have missed classwork today," she said. "Don't worry. I will help you out," said Neha. 'You are so nice, said Zara.

Read Me

The characters are the people or animals in a story.

Write the names of the characters mentioned in the passage.

____

Which is your favourite character, and why?

____

iii. Read the lesson again and fill in the blanks with the correct options.

- Asad and Maha are making a card to give it to their __________.

  i) friend ii) father

  iii) mother iv) cousin

Teaching Point

B (ii) Ask students to read the given text with correct pronunciation. Tell them the concept of characters.

- Maha draws beautiful ___________ and a cake on the card.

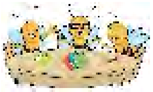
  i) flowers　　ii) balloons

  iii) animals　　iv) fruits

- _____________ writes birthday wishes inside the card.

  i) Adnan　　ii) Amir

  iii) Maha　　iv) Asad



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

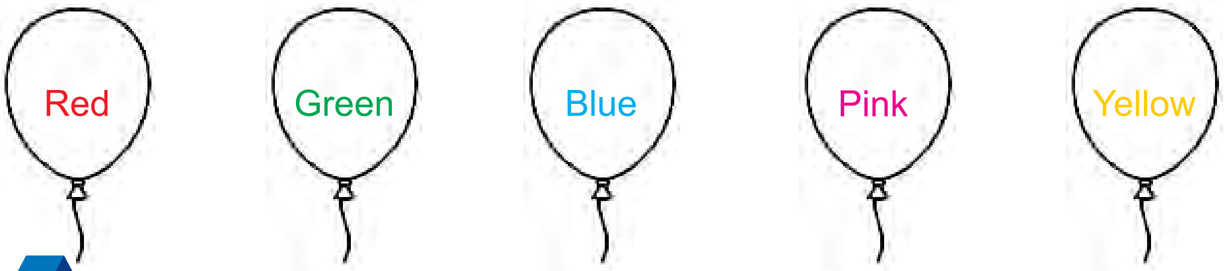
fold	bend over
half	either of the two equal parts
excited	showing happiness

Multi-step Directions

ii. Following the given directions make a collage.

Directions for the collage activity:

- Take red, green, blue, pink and yellow paper.
- Tear all these papers into small pieces.
- Paste each according to the given colours in the balloons.



2. Learning to Spell

i. Read the given sight words.

four　green　jump　every　where　take　pretty　got

Teaching Point

C1 (ii) Ask students to follow the above directions. Guide them in completing this activity.

ii. Fill in the missing letters to complete the words.

ex__ited | __ffort | be__utiful | birt__day | happ__

3. Grammar

Read Me

When we ask somebody to do something, it is called a command. Usually, it starts with a verb and ends with a full stop.

Commands

i. Read these sentences.

- Do your
- Stand up.
- Shut the door.

ii. Write three commands in your notebook.

Requests

Read Me

A request is an act of asking someone politely for something.

iii. Read the following sentences.

- Could I have my book, please?
- May I use your crayons, please?
- Can you help me finding my scarf?

iv. Write three requests in your notebook.

D) Writing

1. Learning to Write

i. Look and read the given greeting card.

Dear Father,

We love you a lot. May you have a long and happy life!

Best wishes,

Maha and Asad

Teaching Point C3 (iii) Introduce the concept of commands and requests to students. Ask them to practise these commands and requests orally in the form of a role-play. D1 (i) Explain the uses of greeting cards. Ask students if they have ever made a greeting card.

ii. Now make your own greeting card for your mother. Draw a picture and write some good words.

____

____

____

____

iii. Write the following information on the back of your card.

Name: ____________________________

Phone Number: _____________________________

Address:____

____

____

2. Creative Writing

Write a few sentences about your mother in your notebook.

Teaching Point

D1 (ii) Ask the students to share their experiences. Help them make their own greeting card. D1 (iii) Ask students to write the names of the addressee and the sender with appropriate words. Encourage them to use punctuation marks and spelling correctly.

Unit 12

Seasons

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and simple role play.
- recite poems with actions.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- read and recite short poems or rhymes with actions.
- familiarize themselves with rhythm, stress, and intonation of English language.
- use appropriate body language for different communicative functions.
- read familiar words appearing on a variety of reading materials such as food labels, advertisements, coins and currency notes.
- identify punctuation marks in sentence (e.g, capitalization, comma, full stop, question mark, etc.).
- recognize, articulate and use some formulaic expressions to seek permission to do something.
- articulate and use simple rhyming words in writing.
- comprehend and respond to simple wh-questions.
- recognise and write rhyming words from a poem and write more rhyming words.
- fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.
- revise and edit written work for spelling and punctuation.

Getting Started

Look at the pictures and try to find out the difference in the images. We wear, eat, and feel differently in different seasons. It all happens due to the movement of the earth. In the same way, trees change themselves with the seasons.

Let's Talk

- What difference do you see in the leaves during different seasons?
- Is the environment different in these four pictures?
- Enlist and tell the differences in your own words.

Seasons

Pre-reading

- Which is your favourite drink in summer?

Here we go round the year again
To greet the different seasons.
Winter time is time for snow.
It's too cold for plants to grow.
In the spring time, days get warm.
On the plants, the new buds form.
In summer time, the days are hot.
Ice-cold drinks, I drink a lot.
Autumn is here, the air is cool.
Days are short, it's back to school.

Meish Goldish

While-reading

When do days get warm?

Post-reading

- Did you like the poem? If yes, why?
- Which season do you like the most? Why?

Teaching Point

Model reading of the poem with correct pronunciation and intonation. Encourage students to recite the poem with you. Explain to them that Allah(سبحانه وتعالى) made different seasons for us to enjoy. Every season has its own fruits and vegetables.

A) Oral Communication

1. Learning the Sounds

Read Me

We use a proper rhythm, stress and intonation while speaking.

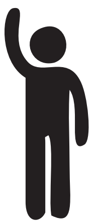
Rhythm, Stress and Intonation

i. Read the given words with correct pronunciation.

go | greet | plant | cold | short | bud

2. Learning to Speak

ii. Look at the given signs and read what they say.



Hello!

Woo hoo!

oh!

Read Me

Sometimes we use different body parts like face and hands, to express feelings.

iii. Do this activity with your family members. Ask one member of your family to make a gesture and ask the other member to guess it.

B) Reading and Critical Thinking

Reading Comprehension

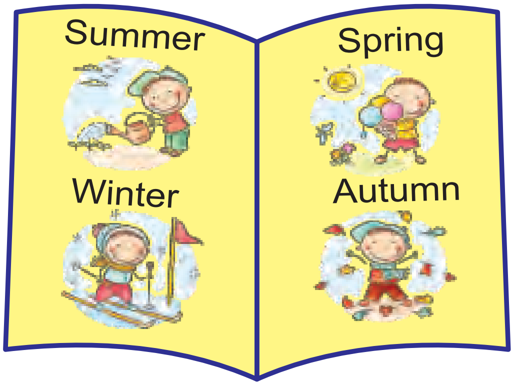
i. Answer these questions.

- How many seasons are there in a year?
- When does it snow?

Teaching Point

A2 (ii) Tell students that different body gestures convey different meanings. Gestures involve movement of face, hands or other body parts. Share more examples from the real life.(Role-Play) Divide students into two groups. Ask one member from each group to make a gesture and ask the other group members to guess it. Appreciate for correct answers.

ii. Read the words on the given brochure and note them down. Write a line about each season with the help of the pictures.

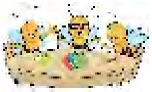


iii. Read the lesson again and fill in the blanks with the correct options.

- _______________ is the time for snow.
  i) Winter ii) Autumn
  iii) Summer iv) Spring
- Days are short in __________________.
  i) Winter ii) Autumn
  iii) Summer iv) Spring
- There are __________ seasons in a year.
  i) Two ii) Three
  iii) Four iv) Five
- In ________________ time, days are hot.
  i) Winter ii) Autumn
  iii) Summer iv) Spring

Teaching Point

B (ii) Tell the students that a brochure is an advertisement with different pictures and reading material related to a topic.Get different pieces of newspapers. Make them sit in a circle. Ask them to underline different words that they can read easily. They can use different food labels too.



C) Language Focus

1. Vocabulary Building

i. Read the given words and their meanings.

greet	welcome
bud	a small growth that becomes a plant
form	grow

Rhyming Words

ii. Read the given rhyming words.

snow grow

hot lot

cool school

Read Me

Rhyming words are the words that have the same ending sounds.

iii. Read the poem and circle pairs of rhyming words. Use a pair to make sentences of your own.

____

____

____

Word to Ask Permission

iv. Read and practise the given dialogue.

Sami: Can I use your pencil?
Mohsin: Yes, why not!
Sami: Thank you very much.

Read Me

We usually use can and may to seek permission.

Teaching Point

C1 (i) Tell students to learn the meanings of the given words. C1 (ii) Have them recall the concepts of rhyming words by sharing some examples. (iii) Share more sentences using 'can' and 'may'.

Mohsin: Excuse me! Can I say something?
Ali: Sure.

Amna: May I have your attention, please!
Faiqa: Yes.

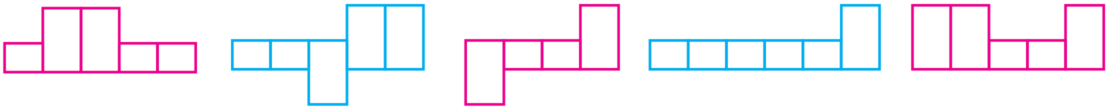
2. Learning to Spell

Sight Words

i. Read the given sight words.

think around good right after

ii. Write each sight word in the shape box that fits it.



iii. Fill in the missing letters to complete the words.

r__und a_tum_ diff__rent sea__on gree_

3. Grammar

Question Words

Read the following questions and answer them.

- Where do you live?

____

- Who is your favourite teacher?

____

Read Me

'where', 'who' and 'which' are the question words we use to ask questions.

- In which months do you have your summer holidays?

____

Teaching Point

C3 Ask different questions using wh-words about different seasons and encourage students to respond. Have them share their thoughts.

D) Writing

1. Learning to Write

i. Read the given poem. Find pairs of rhyming words and copy them. Add one rhyming word of your own to each pair.

Spring is here.
Spring is there.
Goodbye, snow.
Flowers grow.
Birds and bees.
Leaves on trees.

____________	____________
____________	____________
____________	____________

ii. Write a short dialogue between two friends about their favourite seasons. Use the word bank to give reasons for their liking.

flowers	birds	chirping	snow	fall	leaves

____
____

____
____

____
____

____
____

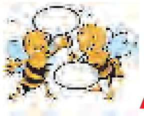
2. Creative Writing

Write a paragraph on your favourite season in your notebook.

Teaching Point

D1 (i) Ask students to read the given poem again and copy the rhyming words in the given spaces. Encourage them to write one more rhyming word for each given pair.D1 (ii) Encourage and help students revise their written work for layout, legibility, spelling and punctuation.

Review 4



A) Oral Communication

Learning the Sounds

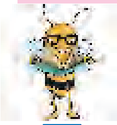
Read the given words and write them in the columns.

ants birds boxes books watches friends

/s/	/z/	/iz/

Look at the given pictures and write what they say.

Make pairs of students and ask them to describe their school and classroom.

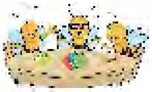


B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- How did the ant fall into the river?
- What is your favourite season?
- What things do we need to make a greeting card?



C) Language Focus

Vocabulary Building

Read the given words and write their meanings.

half	
excited	
scream	
greet	

Circle the commands in red colour and requests in blue.

- Can I use your book, please?
- Shut the window.
- Sit down.
- Listen to me.
- May I go outside, please?

Write questions using the given question words in your notebook.

what where which

Rewrite the given sentences with correct punctuation and capitalisation in your notebook.

yes you are right

ali likes pizza burger and fries

he can speak english urdu and arabic

D) Writing

Learning to Write

Write a short dialogue between two friends about their favourite foods. Also give reasons for their likes.

قومی ترانہ

پاک سَرزمین شاد باد   کِشورِ حَسِین شاد باد
تُو نشانِ عزمِ عالی شان   ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سَرزمین کا نِظام   قُوّتِ اُخُوّتِ عوام
قوم ، مُلک ، سلطنت   پایندہ تابندہ باد
شاد باد منزلِ مُراد
پَرچمِ ستارہ و ہِلال   رہبرِ ترقّی و کمال
ترجمانِ ماضی، شانِ حال   جانِ اِستقبال
سایۂ خدائے ذُوالجلال

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